

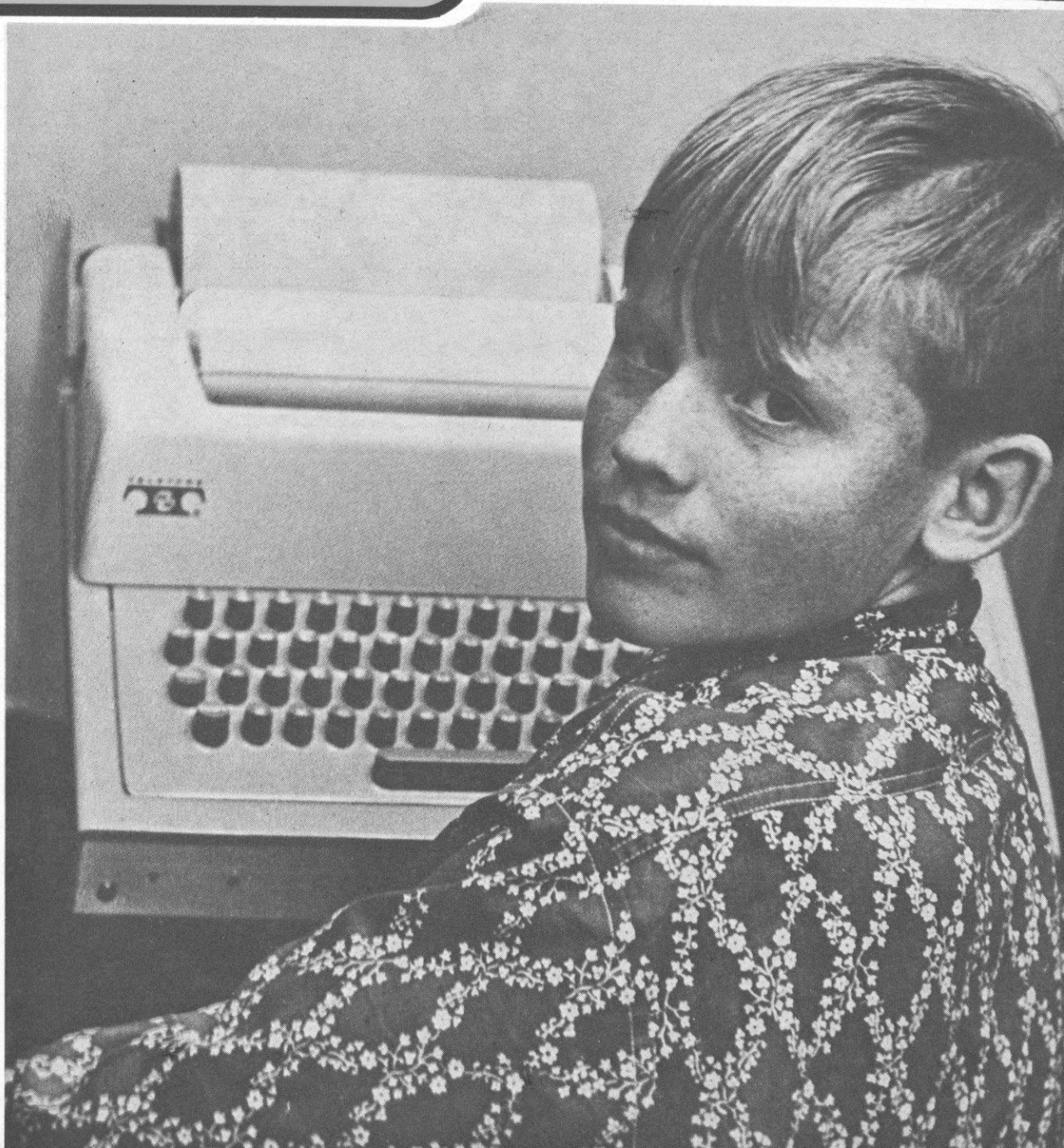
THE DEAF *American*

Stanford University's
COMPUTER-ASSISTED INSTRUCTION PROGRAM

THE NATIONAL MAGAZINE FOR ALL THE DEAF

June
1971

50c Per Copy



The Editor's Page

On Definitions . . .

We are indebted to Robert G. Sanderson for the definitions of educational systems and/or methodology which appear in this issue. Inasmuch as detractors of total communication have been arguing that the concept is not new but simply this or that method "in new clothes," the definitions are timely. Of course, there will be "authorities" who will dispute the validity of the definitions and who will be ready to offer their own.

For practical purposes, we think Mr. Sanderson's definitions fit. The ideas are what count, not the semantics. It makes no difference whether it is **total communication**, **Total Communication** or "**total communication**." (We refer to typographical style.) THE DEAF AMERICAN will be using **total communication**—unless something is being quoted directly.

On Consortiums . . .

Last month we expressed the hope that Gallaudet College would enter into an agreement with other colleges and universities to share credit courses on both the undergraduate and graduate levels. We should have used the applicable term—a **consortium**.

Consortiums are becoming widespread, especially in areas where two or more institutions of higher learning have branches or extensions. In such situations it is impractical for any one institution to offer a full range of courses, so each provides basic courses plus specialized offerings.

According to a recent news release by the U. S. Department of Health, Education and Welfare, the Office of Education has recommended an experiment for a "University Without Walls," a consortium of colleges and universities offering several possibilities for undergraduate and graduate work that can lead to degrees. This educational experiment would emphasize a flexible curriculum, combinations of work and study, free exchange of students between cooperating institutions and the development of technological advances in teaching. (HEW-A52)

Deadline for September Issue

By the time this issue gets to the readers, the deadline for the July-August issue will be well past (June 5, as announced in the May issue). The deadline for the September issue will be August 5.

The May issue came out on time but failed to clear the post office before the increase in postal rates took effect, on May 16. We are quite interested in knowing when West Coast subscribers received their copies of the May issue even though the short rail strike may have prevented an accurate test of the new Amtrak rail system.

Best Wishes to the NFSD

The National Fraternal Society of the Deaf will be holding its 21st quadrennial convention in Chicago, July 18-24, at the Sherman House. Frat conventions have always been "big" and this forthcoming one offers innovations. One is the "rap session" which will provide an opportunity for those other than the official delegates to speak out.

Best wishes to the NFSD. Congratulations on the continued growth of the Society in recent years—and on the fine results from the agent training program.

Ladner New RID Executive Director

Emil Ladner has been appointed executive director of the Registry of Interpreters for the Deaf. Due to his being one of the participants in the current Leadership Training Program in the Area of the deaf at San Fernando Valley State College, Mr. Ladner will delay assumption of the directorship until September 1.

Mr. Ladner, president of the Council of Organizations Serving the Deaf, had for many years been a valued member of the faculty of the California School for the Deaf at Berkeley.

Speaking of the RID, we call attention to the first of a series of articles about interpreting services being prepared by Loraine J. DiPietro, RID materials specialist.

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2—THE DEAF AMERICAN

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JUNE, 1971

The Computer Assisted Program For The Deaf

By LEO M. JACOBS

$$2/9 + 2/3 = 2/9 + 6/9$$

$$= 8/9$$

$$70 \times 5 = 350$$

If $K < 2$

A) $3 - K < 1$

B) $5 + K > 7$

C) $K + 3 < 5$

B

NO, TRY AGAIN.

A

NO, ANSWER IS C. TRY AGAIN.

C

HOW MANY $\frac{1}{2}$ in 4?

2

NO, TRY AGAIN.

And so an eighth grade pupil at the California School for the Deaf at Berkeley slowly and carefully types, with his face intent and his attention fixed on the print-out sheet on a teletypewriter.

"8."

He sighs with relief as the machine goes on to the next example in the Mathematics Strands program, thus signaling that his answer is correct.

This scene is duplicated hundreds of times all over the country where there are computer assisted instruction (CAI) programs for the deaf.

These exciting innovations had their genesis back in 1963, when the Institute for Mathematical Studies in the Social Sciences (IMSSS) at Stanford University, Stanford, California, received its initial grant from the Carnegie Corporation of New York. Later grants by the National Science Foundation and the United States Office of Education served to continue and enlarge the CAI program. The program is under the direction of Dr. Patrick Suppes, a nationally-known mathematics

OUR COVER PICTURE

Larry Byrd of the California School for the Deaf at Berkeley is shown at one of the teletypewriters used in the computer-assisted instruction program designed by Stanford University's Institute for Mathematical Studies in the Social Sciences.

specialist, and Dr. Richard C. Atkinson, both of whom are on the Stanford faculty.

At first the program was tried out in local programs for hearing children. It grew from six stations within 100 feet of the computer to distant stations, hooked up with the computer by telephone wires, at public schools in Cupertino, near San Jose; East Palo Alto; Menlo Park; and Redwood City, all of which are cities within 20 miles of Stanford. The first out-of-state program was tried in Kentucky, with two stations installed at Morehead. By 1968, the program grew to include nearly 4,000 students in California, Iowa, Kentucky and Mississippi. The subjects offered were mathematics, logic and algebra. About that time a course of computer-based elementary Russian was offered at Stanford, and 30 students enrolled. Using teletypewriters (TTYs) with special Cyrillic keyboards and earphones, these students performed at a significantly higher level than those students who had participated in regular classroom instruction.

Before we go on, an explanation of the setup of the CAI is in order. The heart, and of course the brain also, of the system is a computer stationed at Stanford. As the program grew, components have been added to the computer so that now it occupies nearly a whole building. The computer itself, composed of several large units, takes up the whole of a large, air-conditioned room. It is hooked to memory units of either tapes or discs and switchboard units in the other rooms of the building.

An experienced staff has programmed several different subject matters into the computer so that it can feed at least 250 different terminals with varying subjects, lessons and levels without getting tangled up, which is a big improvement on human beings who teach! It not only can do these, but can also instantly determine which lesson and level to feed a particular student without having to be asked for it. This is done automatically by the computer, based upon the success or failure of the subject on a previous unit.

Thus the Mathematics Strands program for the deaf was made possible. A pretest determines what level each child should start with. Once he is started on his proper level, the



COMPUTER-ASSISTED INSTRUCTION AT BERKELEY—Left: Miss Helen Arbuthnot's class looks on as Mr. Leo Jacobs explains a problem to Lynn Denman. Right: Mrs. Leslie Stevens' class pop their heads outside the teletypewriter booths to pose for the photographer.



STAFF MEMBERS OF THE INSTITUTE FOR MATHEMATICAL STUDIES IN THE SOCIAL SCIENCES AT STANFORD UNIVERSITY—Front row (left to right): David Voorhees, Ronald Burdett, Helen Chetlin, Jamesine Friend, director, Marvin Levin, Marney Beard. Second row (left to right): Carolyn Stauffer, Grace Kanz, Joanne Leslie, Phyllis Cole. Third row (left to right): Norman Webb, Rainer Schulz, John Ball, Mary Hueners.

computer takes over. As long as he shows competence in a particular strand (a specific area of mathematics), he moves steadily upward in that strand. If he shows need for further drills, they are automatically given to him in that strand. Since the child works on several strands at one time, a special problem set is thus automatically organized for him.

When a student sits down in front of a teletypewriter, he presses the starter key and then the space bar. The TTY then types out:

"Hi

Please type your number and name."

The student types his own number, which has been previously assigned to him, with the code letter for the program he is taking, and his first name. Then he presses the space bar. The TTY then automatically types out the student's last name and stops. The student again presses the space bar. The machine now gets the "all clear" signal, and gets down to business by giving the date, the time and its own number, and then gives the first problem for the student to do. On most courses he is given three chances and then is told the correct answer, but the computer keeps track of whether he got the correct answer by himself or not. A student who gets correct answers on the first try will move through the course much faster than a student who makes lots of mistakes.

Students seem to learn how to sign on and ask for lessons very easily. Once they know this they can proceed without any help from the teacher or proctor. An attempt is made to keep the instructions, explanations and questions quite short in these CAI courses. This is very good for deaf students as they frequently have reading problems. The student works at his terminal for a set length of time—usually about 10 minutes—and then the computer automatically says goodbye and signs him off. The teacher or proctor has the option of signing the student off before his time is up or of signing him back on so he can work longer that day.

The first experiment with deaf children was tried at the Kendall School in Washington, D.C. Three terminals were hooked up with the Stanford computer. This experiment worked out so well that the IMSSS decided to ask for more support to broaden the program with the deaf. The United States Office of Education came through with sufficient funding to

Computer Assisted Program For The Deaf

Student Enrollment

March 31, 1971

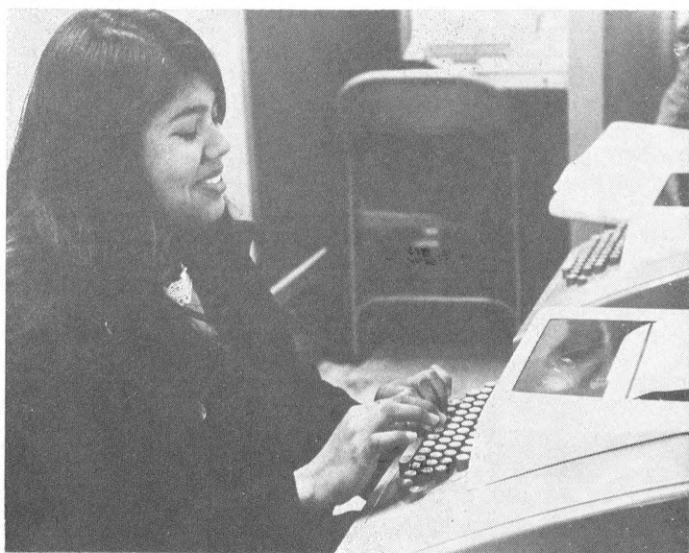
Number of Students Enrolled

School and Location	No. of Teletypewriters	No. Students Reg.	Lang. Arts for Deaf	Math Strands	Logic	Program BASIC	Program AID	Basic Eng.	Math Block
San Jose High School, San Jose, California	1	11	11	11	4	2			
Bachrodt Elementary School, San Jose, California	2	16	15	16	2				
Hoover Jr. High School, San Jose, California	1	8	8	8	3				
Hester Elementary School, San Jose, California	2	13	6	13					
Greendell School, Palo Alto, California	3	28	21	28	3				
Cubberly High School, Palo Alto, California	**	9	9	9	4				
Wilbur Jr. High School, Palo Alto, California	1	16	16	16					
Kendall School for the Deaf, Washington, D.C.	12	108	53	98	2			1	97
Model Secondary School for the Deaf, Washington, D.C.	8	80	80	80	56	3	1	23	
Texas School for the Deaf, Austin, Texas	15	248	11	244	5				
Gallaudet College, Washington, D.C.	***	128		128				128	
California School for the Deaf, Berkeley, California	15	342	59	342	13	5			
TOTALS	60	1007	289	993	92	10	1	152	97

*The Math Blocks program is an old version of the Mathematics Drill-and-Practice that is now being phased out, replaced by the Math Strands program.

**Cubberly High School students use teletypewriters located at Greendell School.

***Gallaudet students use teletypewriters located at MSSD and Kendall.



ANN ZAMARRIPA shows her delight and fascination for her mathematics lesson.

provide approximately \$600,000 a year for a 3½-year program in computer-assisted instruction in mathematics and language arts.

At the present the CAI program is running from the central computer at Stanford University via telephone wires to the California School for the Deaf at Berkeley, Kendall School for the Deaf and the Model Secondary School for the Deaf in Washington, D.C., Texas School for the Deaf at Austin, six classes of deaf children in Palo Alto Unified School District and six classes in San Jose Unified School District.

The reaction of the students to the CAI program has been highly enthusiastic. They are disappointed if they have to miss a turn at the teletypewriter terminals, and their teachers observed that the students responded with interest and increased efficiency to the kind of individualized instruction CAI offers each participant.

Dr. Thomas Behrens, director of the program at the Kendall School, which had the CAI program at first on an experimental basis, said that 64 per cent of the students who took the CAI lessons last year achieved a half-year's work in five months compared to what would ordinarily take deaf children a full school year to accomplish.

The focus for the present CAI is on the learning difficulties of deaf children in mathematics, grades one to eight, and in language arts, grades seven to nine. Older students are encouraged to take lessons in logic and BASIC computer language. The table shown elsewhere in this article describes the student enrollment in the CAI program.

Contributing to the creation and production of these uniquely designed lessons is a large IMSSS staff, including curriculum specialists, psychologists, programmers, curriculum writers, engineers, communication experts and experienced teachers of the deaf. Persons nationally known for their educational work with the deaf serve as consultants on this project. In charge of this special staff is Mrs. Jamesine Friend, the project director. A most outgoing and pleasant person, she is very cooperative with the various school administrators and tries to understand their difficulties in managing their respective educational programs in order to blend the CAI programs with the school programs without upsetting them—and, hopefully, to help upgrade them with faster achievements of the deaf children in the usually cut-and-dried drill exercises. She has learned to talk with the deaf children and has found her newly-found skill to be of much use in following up on the CAI programs by receiving feedback from them.

Her enthusiasm has been contagious, and many on her staff have also taken up manual communication. Undoubtedly another and more important factor in their quick and enthusiastic acceptance of the language of signs and fingerspelling has been the addition of a deaf programmer to the staff. Ronald Burdett, Gallaudet College Class of 1970, is finding his job to be quite fascinating and very enjoyable. The camaraderie of the others on the staff is so much whipped cream on Ron's pleasure at his job!

In their plans for the future are courses in algebra and the "new" transformational grammar.

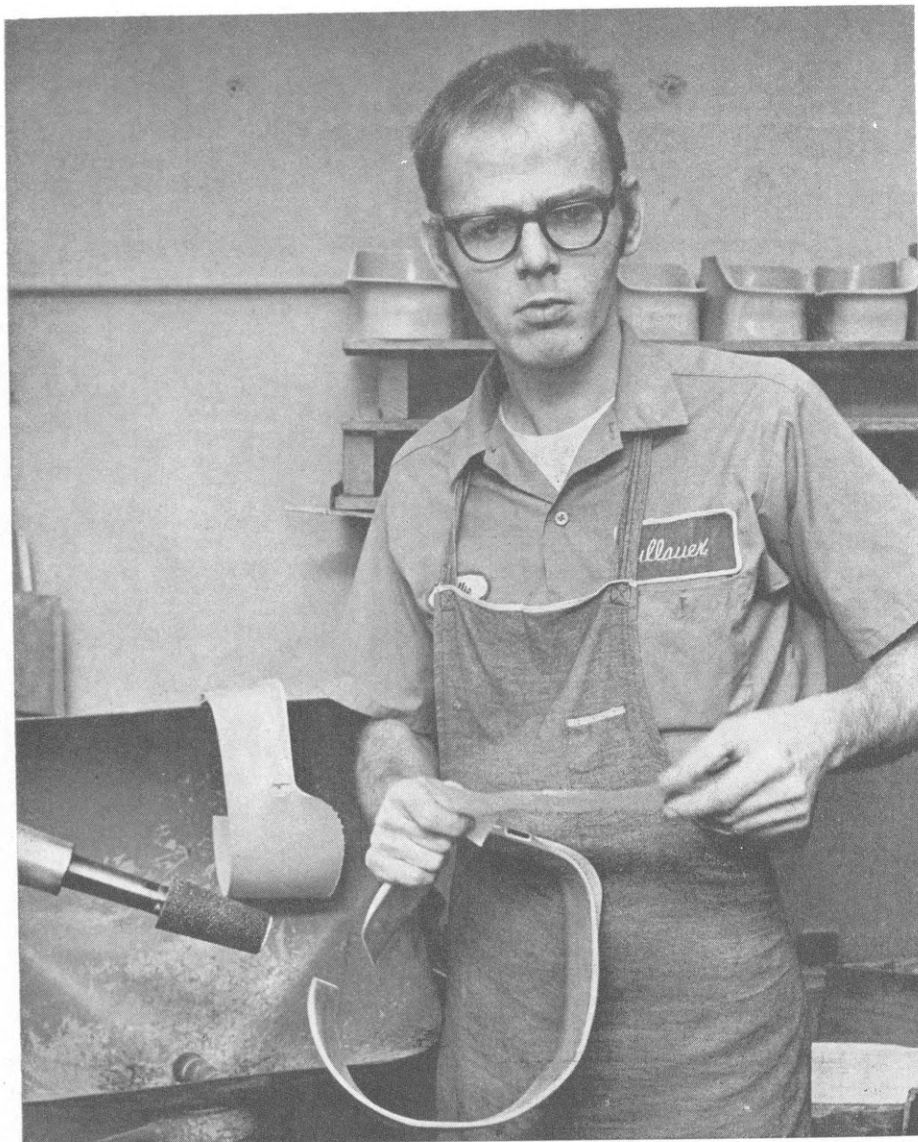
Also projected for the future is a bigger network of teletypewriters in all schools for the deaf in the country. To take care of this larger number of outlets, it is hoped that funds would be available to establish computer branches, probably situated in facilities presently available, such as the regional media centers, etc. These branches, hooked up with the central computer at Stanford, would take care of terminals which may exceed the present limit of 250 outlets served by the present computer unit.

LOGOUT BEGINS. GOODBYE, DEAR READER.



LONG, LONG COMPUTER LESSON—Miss Helen Arbuthnot's class admires the long, long print-out of a grammar lesson by one of their classmates.

Multi-Team Approach Takes Handicap Out Of Multiple Disabilities



MULTIPLY HANDICAPPED TENNESSEAN SUCCEEDING—Willie Huggins, multiply handicapped Chattanooga, Tenn., deaf man is a valued employee of Fillauer's Surgical Supply, where he finishes plastic laminated items for prosthetic and orthotic devices.

Willie Huggins, 28-year-old Chattanooga, (Tenn.) deaf man is what rehabilitation counselors term multiply-disabled. In years past, such people often were regarded as nonfeasible for vocational training and recommended for Social Security.

But new techniques, facilities and, above all, new philosophies, have teamed to rehabilitate Huggins and place him in competitive employment where he supports himself and his wife of one year while

making money for his employer.

Spinal meningitis robbed Huggins of his hearing at age three, and a few years later surgery to remove a spinal tumor left him a paraplegic. There seemed little that could be done to alleviate his multiple disabilities and life seemed extremely dim when, grown to a young man, Huggins pushed his wheel chair around in a vain effort to find work.

The turning point came when Huggins was referred to Darrell Matthews, director of Regional Services for the Adult Deaf in the Tennessee Division of Vocational Rehabilitation. Matthews arranged to send Huggins to the Hot Springs Rehabilitation Center where, under the skilled guidance of Lee Goodner, he received four months of intensive physical therapy and vocational stimulation. When Huggins returned home, no work was available, but the DVR referred him to the Siskin Rehabilitation Center where Bill Brownsey, physical therapist, continued the therapy that finally enabled Huggins to leave his wheel chair and hobble around. With this new-found mobility, Huggins was placed in a local toy factory; but conflicts on the job made it necessary for him to leave.

But while Huggins was with the toy factory, he came to the attention of Carlton Fillauer, of Fillauer's Surgical Supply, when he was presented at the Tennessee State Rehabilitation meeting in Chattanooga.

Huggins' undiminished desire to work impressed Fillauer and influenced him to give Huggins a chance. The first few months on the job were hectic as communication problems and Huggins' lack of fine dexterity made it necessary to move him around in an attempt to find something he could handle. Finally, Huggins found his niche in finishing plastic laminated items. This involves sanding, shaping and polishing edges of various items on power machinery and enables Huggins to sit or stand at intervals, according to how his body pains him.

At the present time, Fillauer feels that Huggins is certainly paying for himself on the job and making a profit for the company. In 1968, Huggins won the Handicapped of the Year Award in Tennessee.

In 1970, he married JoAnn Jackson. JoAnn is also multiply handicapped with vision problems in addition to being deaf. Friends report the couple still seems to be on a honeymoon.

Willie Huggins' successful rehabilitation is a tribute not only to his personal determination but to the many people who believed him when he said he wanted to work.

HEW Secretary, Three Others Receive Gallaudet College Honorary Degrees

Secretary of Health, Education and Welfare Elliot L. Richardson was speaker at the 107th commencement exercises of Gallaudet College on May 17. One hundred and fifty students from throughout the United States, Canada and nine foreign countries received degrees signed

by President Richard M. Nixon, Patron of the college.

Secretary Richardson received an honorary Doctor of Laws degree. Honorary degrees also were awarded to: Dr. Luther D. Robinson, acting superintendent of St. Elizabeth's Hospital and director of its

Mental Health Program for the Deaf, Doctor of Science; Antoine Dresse of Liege, Belgium, founder of the Comité International des Sports Silencieux, Doctor of Laws, and Kelly H. Stevens of Austin, Texas., Gallaudet graduate and noted painter of the Southwest, Doctor of Humane Letters.

JUNE, 1971

Hawaii Allows Special Personal Tax Exemption For The Deaf

Hawaii now allows special personal exemptions for persons who are blind, deaf or otherwise disabled. This has applied to the blind for many years; a law was passed in 1970 to include the deaf and disabled. But for a Federal return, there will be no extra exemption for deaf or disabled persons.

The Hawaii exemption for blind, deaf and disabled persons is \$5,000 in place of all other personal exemptions. If both spouses (husband and wife) are deaf and a joint return is filed, the deduction for personal exemptions is \$10,000. However, if one spouse is deaf and a joint return is filed, the deduction for personal exemption is \$5,000 plus a regular deduction of \$625 for the other spouse, and an additional regular deduction if he is over age 65. No deductions are allowed for children as dependents when the \$5,000 special exemption is claimed.

The definition and certification requirement for deafness, for purposes of the special exemption, is as follows:

"... average loss in the speech frequencies (500-1000 Hertz) in the better ear is 82 decibels, A.S.A., or worse. The impairment of deafness shall be certified to by the Department of Health or by any state, county or city and county medical officer duly authorized by the Department of Health for this purpose, on the basis of a written report on an examination performed by a qualified otolaryngologist (nose-ear-throat doctor)..."

A certificate of deafness must be attached to a Hawaii tax return.

For a deaf, blind or disabled person, his property with a taxable value of up to \$15,000 is exempt from tax. The claim for home exemption must be filed before May 31 of each year.

* * *

The following explanation was contributed by Mrs. Hester (Polly) Bennett:

Dear Editor:

To the question: "Is it passed or not?—Let me know" about the legislature bill giving tax exemption to the deaf in Hawaii, I am offering the following:

Yes, it was passed for the local Hawaiian deaf be given an income deduction of \$5,000 and also a considerable tax reduction on their property valued over \$15,000.

Why? The tax here has been too high, slicing off too much taxes... more than those in other states.

Another is the limited employment situation and most fields are closed to the deaf.

Another reason is that their potential purchasing power is low so that the majority of them, the husband-wife team, work to meet the needs of this high cost of living here while the husband-wife team on the Mainland earns enough to afford luxuries such as a new home, a swimming pool or two cars.

For an example here a car of one kind sells for \$3,300 while the same kind sells for about \$2,800 on the Mainland... or a two-bedroom house here sells for \$50,000 or over whereas the same one sells for \$23,000 on the Mainland.

However, if the deaf do not wish to take the tax exemption, they don't have to do so.

Mrs. Hester (Polly) Bennett

Program Instructor
Kaimuki Community School
Honolulu, Hawaii 96814

Deaf Teacher—Hearing Students At Western Maryland

By Nancy Lee Winkelman

Western Maryland College

For hearing students to have a deaf teacher is an experience according to members of a class at Western Maryland College, Westminster.

They add that they feel an enthusiasm never before found in other classes. After all, one student pointed out, "He knows what is happening, he really knows the psychology of deafness." He is Albert T. Pimentel, former executive director of the Registry of Interpreters for the Deaf and now director of public service at Gallaudet College. Mr. Pimentel is teaching one section of the psychology of deafness class at the college.

The students say he obviously wanted to teach the class and seems to be enjoying it. They add that Mr. Pimentel is teaching more than psychology. He is giving them insights into social aspects of deafness, the biology of deafness, problems of testing and his own personal experiences.

Another member of the class said that to have a "deaf prof is not a sideshow deal." He explained that it was no different from having an English teacher who writes books and is known in the field and added that it might be nice for the other section of psychology of deafness to alternate with this one so that all students can have the experience.

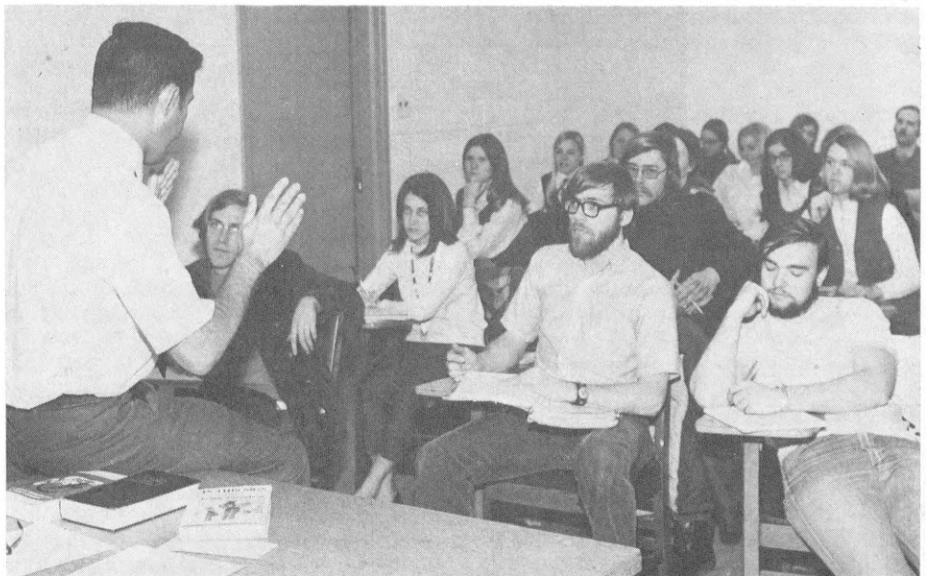
The student noted, though, that something happens which does not happen in other classes. There are naturally, he said, people taking the course who really aren't interested. While in another class situation they might fall asleep or read

another book, in this class they talk to each other, taking advantage of the fact that Mr. Pimentel can't hear them. Since he can read lips and the other students are interested in the class, there was the impression that this form of inattention would be handled.

Mr. Pimentel, originally from Fall River, Massachusetts, became deaf at 20. He is a graduate of Gallaudet, has a master of education degree in psychology from Louisiana State and has done graduate work in clinical psychology at Fresno State in California and the University of

Tennessee. Mr. Pimentel has taught at the Louisiana School for the Deaf, worked with multiply handicapped children and adults at the Porterville State Hospital in California and studied vocational evaluation at the Institute for the Crippled and Disabled in New York.

The other section of the psychology of the deaf is being taught by Dr. McCay Vernon. When more than 70 students elected to take the course, the second section became necessary. Mr. Pimentel and Dr. Vernon met at Gallaudet in 1955. Psychology of the deaf is offered at the graduate and undergraduate level as part of Western Maryland's program to develop teachers of the deaf.



WESTERN MARYLAND COLLEGE CLASS—Albert Pimentel teaches a section on the psychology of the deaf.

Editor's note: In the next few issues of THE DEAF AMERICAN, the Registry of Interpreters of the Deaf (RID) will present a series of short articles which will attempt to inform readers of efforts by RID and its interpreters to stimulate action in areas of interpreting where little has been heretofore accomplished.

RID Chapters, Interpreters And YOU

The Registry of Interpreters for the Deaf was established in 1964 in response to a rapidly increasing demand for qualified interpreters. This demand paralleled the increased participation of deaf people in cultural affairs, vocational training and continuing education which became available in the 1950's and 1960's. Since 1967, when it was first funded by a Research and Demonstration grant from Social and Rehabilitation Services, Department of Health, Education and Welfare, the Registry has promoted the development of state and local chapters as the most efficient means of alleviating this national problem. To date, 27 chapters are functioning formally; seven more are in some stage of organization.

The activities of these chapters—each ultimately aimed to benefit **you**, the deaf consumer—comprise three broad areas: professionalization, recruitment, information.

Professional activities aim to introduce interpreters for deaf people to knowledge, approaches and attitudes which will make them more effective interpreters and which will stimulate mutual as well as individual growth.

One singularly important area of professionalization is the triple-faceted introduction of interpreting personnel to knowledge of the technical skills involved in interpreting, knowledge of the specialized settings in which interpreters function and knowledge of the field of deafness. In workshops and training programs sponsored by state chapters as a prime means of educating local RID members each of these facets is highlighted.

Workshops in interpreting specialties (legal, medical, educational, religious, etc.) introduces interpreters to complex professional terminology and concepts as well as specific interpreting skills. An example of this is the area of legal interpreting. In the past, recognized legal interpreters for deaf people developed their skills in this specialty largely as a result of repeated requests to interpret in court. Familiarity with legal terms and procedures grew through repetition. By sponsoring workshops in legal interpreting, the Southern California Registry of Interpreters for the Deaf (SCRID), the Washington State Registry of Interpreters for the Deaf (WSRID) and the Texas Society of Interpreters for the Deaf (TSID) and others are preparing novice interpreters for that "first day" in court and enhancing the understanding of "old-timers."

An integral part of these workshops has been the mock trial which simulates actual court procedures and introduces interpreters to court personnel and their functions.

Workshops are not limited to the area

of legal interpreting. The sponsor of numerous workshops, SCRID has already considered religious, educational (high school and college levels) artistic, platform, one-to-one reverse interpreting and interpreting for the deaf-blind. These workshops have aimed primarily at demonstrating and developing interpreting skills in specific settings.

Another workshop function is that of introducing interpreters to the disciplines of professional persons (attorneys, doctors, teachers, administrators). In a recent workshop, WSRID featured speakers on mental health interviewing, police interrogation and family counseling. In this way interpreters become aware of the professional workers in the community and community workers learn of the interpreting services available through RID chapters.

Introducing interpreters to professional knowledge of deafness is another necessary function of chapter workshops. Interpreters who are children of deaf parents have had constant first-hand exposure to deafness. This has permitted them to develop insights into deafness beyond skills in interpreting. However, these individuals frequently do not have real academic knowledge of the current theories and practices in the fields of education, psychology and/or sociology of deaf persons. These individuals who become interpreters need a comprehensive introduction to the fields if they are to inform others about deafness.

Development of professional attitudes involves the understanding of and application of the tenets of the code of ethics to which each Registry member subscribes. Beyond this, appropriate attitudes must be fostered in encouraging members to meet acceptable standards of performance. These attitudes are fundamental to a carefully planned program to evaluate the interpreting performance and professional knowledge of RID members.

Recruitment of interpreters is a second chapter function which involves a systematic dissemination of information to those persons who are already interpreting and to those who may be interested in the profession. Teachers of manual communication classes in local chapters frequently encourage their students to attend chapter activities and to undertake appropriate practice experiences. Through regularly scheduled chapter meetings prospective members have the opportunity to observe the "pros" at work and to mingle with the deaf persons whom they will serve.

The high school and college age children of deaf parents (or brothers and sisters of deaf siblings) are a new source of prospective interpreters. MIRID, the Michigan

Chapter, is organizing a Junior RID, and one enterprising 17-year-old is interested in getting a chapter established in his home state, South Dakota.

Finally, chapters provide a channel for dealing with agencies and individuals who utilize or should be utilizing interpreters. Well-organized groups can evaluate their interpreter resources and provide agencies with this information. This information is helpful in areas where continuing education and rehabilitation programs are being started. Chapters are also responsible to inform the general community of the work of interpreters.

By providing such information, by encouraging professional growth in its members, by creating opportunities for deaf and hearing citizens to come together, each state chapter furthers the objectives of the Registry and benefits the deaf consumer. These interpreters, through their chapters, are becoming better qualified to serve **you**.

Three Deaf Doctoral Candidates Inducted By Phi Delta Kappa

On April 15, 1971, a unique occasion took place at the University of Cincinnati. Three deaf men were simultaneously inducted as members of the Cincinnati Chapter of Phi Delta Kappa and a woman attended a normally male stronghold. Phi Delta Kappa is an honor society for men in education dedicated to the ideals of "research, service and leadership."

The woman was Mrs. Edith Jones, the interpreter provided by the Bureau of Vocational Rehabilitation to assist the students during public meetings and in large classes.

The deaf men were Albert Berke, a graduate of Gallaudet College and Loyola University, New Orleans; Harvey Corson, a graduate of Gallaudet College and San Fernando State College; and George Johnston, a graduate of Gallaudet College and Catholic University of America. All are doctoral students in Special Education at the University of Cincinnati and offer a unique contribution to the Department of Special Education and the College of Education.

Business Executives Appointed

Two business executives have been named to new posts in personnel and finance for Gallaudet College. Jerry C. Lee, former assistant vice president and director of administration for the Commercial Credit Industrial Corp. of Baltimore, Md., a subsidiary of the Commercial Credit Company, has assumed the duties of director for non-faculty personnel services and budget planning. Clarence F. "Sam" Wagner, a former manager for the accounting firm of Price Waterhouse & Co., Washington, D.C., has become the college's first controller. He will handle budget operations, accounting, grants and contracts. A certified public accountant, he was with Price Waterhouse 11 years.



Mrs. Richard M. Nixon congratulates postal employee Richard D. Sharp on being among 10 finalists for the title of "Outstanding Handicapped Federal Employee of the Year." Shown participating in the Washington, D.C., ceremony are: (left) Mr. Frank Davis, a U.S. Post Office official and chairman of the D.C. Mayor's Committee on Employment of the Handicapped; and Mr. Robert E. Hampton, chairman of the U.S. Civil Service Commission.

Deaf Postal Worker In Trailblazer Role

By EDWARD F. ROSE

Richard Sharp's success as the first deaf clerk hired by the Seattle Post Office has opened a path of opportunity for the more than 30 deaf workers who have followed him into that postal center.

On March 25, 1971, in a ceremony in Washington, D. C., at the Commerce Department Auditorium, Dick Sharp was recognized for his fine work when he was selected as one of the 10 finalists in a nationwide competition for the title of Outstanding Handicapped Federal Employee of the Year. Mrs. Richard M. Nixon was present to honor each of the finalists. The top award went to Miss Alice Chancellor, a partially blind double amputee who has managed to become a highly competent electronics engineer at the U.S. Army's test center at Fort Huachuca, Arizona.

Born in Seattle, Mr. Sharp has been deaf since birth. He attended Washington State School for the Deaf at Vancouver and was selected as valedictorian of his graduating class. He then attended Galaudet College for the Deaf, in Washington, D.C., on a state vocational rehabilitation scholarship.

His career in the postal service began in 1967, when he became the first deaf person to be hired under a special program. He started with the rather tenuous title of Temporary Substitute Mail Handler. Today he is a regular clerk at the Terminal Annex in Seattle and can contemplate an excellent employment record which includes a superior performance award and the title of "Outstanding Handicapped Postal Worker of 1970," an honor conferred upon him by Deputy Postmaster General E. T. Klassen at a Washington, D.C., gathering of congressional, union and postal officials. He was chosen from among more than 18,000 handicapped

postal workers all across the country and cited for his significant contributions to the postal service and to other handicapped individuals. Senator Henry M. Jackson has praised Mr. Sharp for furthering the Seattle Post Office program to hire and train deaf employees.

Senator Jackson was referring to a concerted national effort to hire the deaf for postal jobs, a program launched in July 1969. In this drive in Seattle, Mr. Sharp's special qualifications became even more useful. A consummate lipreader and an expert in the universal language of signs, he assisted supervisors, instructors and other postal personnel in learning to communicate with the deaf. As mentioned before, the Seattle operation now has more than 30 deaf employees and, as a result of Dick Sharp's continuing help, the program is a very successful one. One of his supervisors explained it this way, "What puts Richard into the superior class is his willingness to assist others."

When he's away from his job, Dick, a top athlete, enjoys a variety of sports activities. He bowls, golfs, competes in track and field events and coaches the basketball team at the Washington State School for the Deaf. He is also a member of the Seattle deaf basketball team and he participates in the annual Post Office baseball tournament.

The Outstanding Handicapped Federal Employee of the Year Award was first conceived by the Interagency Advisory Group Committee on Selective Placement Programs. The 14 members of this particular IAG group wanted to do something that would call public attention to the truly remarkable job being done by handicapped people in the Federal Career Service. An award program, conducted in every U.S. government installation,

seemed the ideal vehicle for this recognition and, in October 1968, the U.S. Civil Service Commission formally established the award.

At the initial presentation ceremony in 1969, Vice President Spiro T. Agnew handed the top winner's plaque to Miss Katherine A. Niemeyer, a dietician at the Veterans Administration hospital in East Orange, New Jersey. At the 1970 event, Harold Russell, chairman of the President's Committee on Employment of the Handicapped, honored Robert L. Smith as the titlewinner. Mr. Smith, a quadruple amputee veteran of Korea, is now a computer programmer with the VA in Washington, D.C. Throughout the brief history of this award, the deaf have been strongly represented among the many nominees each year and among the 10 finalists at the annual ceremony. At the 1970 event, deaf candidates represented three of the 10 finalists positions, a remarkable showing.

There is a place for the deaf in the Federal Service, and that "place" is as broad and varied as the Federal government itself.

Ed Rose, Director of Public Policy Employment Programs, U.S. Civil Service Commission, is a well-known figure on the American rehabilitation scene. A job placement expert, he is a member of the National Rehabilitation Association and the Associations for Retarded Children and the Handicapped. He has spent many years helping the handicapped lead useful and productive lives.

Letter to the Editor

Dear Editor:

Mr. Louie Fant's article on Ameslan in the January issue of THE DEAF AMERICAN has my hearty endorsement. My experiences in trying to teach hearing people the sign language has given me the following wonderment:

Many hearing people demand that the deaf learn to speak as well as hearing people do. Failing that, they want the deaf to sign according to proper English. Of course, only a small minority of the deaf are dedicated enough to the oral cause to become proficient at "oralling." We know well that signing according to proper English is as cumbersome and ungraceful as try to speak French according to the proper sentence structure of the English language.

By the same token, only a small minority of hearing people are able to learn to master the sign language (Ameslan) as practiced by the deaf. How many Americans do you know who, after two years of French at college, are able to speak French as fluently as a Frenchman?

Of course, this does not mean that I would discourage teaching the Ameslan to hearing people; on the contrary, I encourage it, with the understanding that Ameslan be taught the way the deaf use it. Nobody tries to teach French according to the English sentence structure!

Doug Bullard, Jr.

P.O. Box 726
Eagle River, Alaska 99577

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

April 9, 1971
R. 5, Box 159
Rushville, Ind. 46173

Mary Jane:

We have been meaning to write to you since last September; in fact Paulene actually started at least one letter. Now it suddenly becomes a must.

Perhaps you don't remember us. Paulene worked on the committee with you at the Indiana School for the Deaf when you produced the brochure and set up the first three-day orientation conference for parents. Then later, I think it was July 4 that year, your family came to dinner at our house and I let Ronnie drive my tractor.

Last Saturday, April 3, God suddenly called our precious Johnny to his real home with Him. We won't go into how happy and well he was Friday evening when he came home from school and all the things he did; that can wait till we perhaps see you again.

This is not a letter of remorse, but of thankfulness. Thankfulness to you because it was because of your influence that we established real communication with Johnny. Oh sure, we had communicated with him before. He could get across to us his desires most of the time and we could make him understand the things we wanted him to do, but now, even before we had finished our signing first course with Dorothy and Les Stanfill (God bless them), Johnny came in one day and told us it was going to rain. When he was away and something funny happened in our family we could tell him about it later and he would laugh. Thanks to George Houk's influence we used "signed English" and spoke as we signed—and so did John, not always audibly nor did the words sound quite right, but he was improving. Total communication **did not** hamper his oralism, but it was just the opposite. Johnny learned words because he had learned to sign. Signing opened up a **whole complete** new world for John.

We are so thankful that the policy of the school seems to be changing. The housemothers and teachers in the primary department are going to signing classes. The official policy may not be changed yet, but the fact that Johnny's teacher believed in total communication was a blessing. She asked for a list of the words that John knew in signs and told us that he did so well in school because we communicated with him and she could also. He was so perfectly adjusted.

When we were at the orientation conference, other parents noticed our communication and asked us how to learn to sign. There was some talk of just the adults going swimming because of the depth of the pool, "after all the children knew nothing about the plans"—not so—John knew that a swim was on the program before we left home.

On our way to school for those long first two weeks, we were very sad. We must hide our sadness from Johnny so we kept our minds occupied by listing the signs that John then used. We listed over 150 and he understood many more. This was since February of that year. John knew just how long he was going to stay and when we would bring him home again. We had not recently listed his signs but the list had greatly lengthened. He even used past tense correctly.

Now Johnny is gone. We have a great emptiness. But—what if we had never known Mary Jane? What if we hadn't established real communication? What if we hadn't been able really to explain so many things to him, about this world, about God, singing, etc.? (John sang on his way home Friday.)

We are now determined to get into parents' meetings and get on the programs and really explain the desperate need for total communication. We are determined to communicate to their children wherever and whenever we can.

Thank you, Mary Jane. God gave us a very, very sweet son to love and cherish for almost six years, but because of you we were able really to know him and to store up many memories for the rest of our lives; thank you with all of our hearts.

Sincerely,
Rex and Paulene Kemple

* * *

In my work with the PTCO at the Indiana School for the Deaf, the Parents Section of the American Instructors of the Deaf, the National Association of the Deaf and the Council of Organizations Serving the Deaf, I have become aware of the desperate need for parent education literature. Parent education is the greatest void in the area of services to the deaf. Yet no organization has funds to serve the need.

If you wish to respond to this letter about a little five-year-old deaf boy, you can make a contribution to the JOHNNY KEMPLE MEMORIAL FUND. The money will be used for parent education material. Donations in any amount will be gratefully received and are tax deductible. Please send your gifts in memory of Johnny to:

The Johnny Kemple Memorial Fund
CAID PARENT SECTION
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

News From Gallaudet College

Schuchman Named Dean

Dr. John S. Schuchman, associate professor of history and acting dean of Gallaudet College, will become dean of the College July 1, President Edward C. Merrill, Jr., has announced.

Gallaudet's Board of Directors approved Schuchman's nomination to succeed Dr. George C. Detmold, who served as dean of the College from 1952 until the beginning of the 1970-71 academic year. Schuchman has been acting dean since last September.

Schuchman is a native of Indianapolis and formerly was a teaching associate in the history department of Indiana University. Schuchman, who has normal hearing, is the son of deaf parents.

Schuchman is holder of a bachelor's

degree from Butler University, a master's degree and Ph.D. from Indiana University and a law degree from Georgetown University Law Center. He is a member of the American Historical Association and Phi Alpha Theta scholarship honorary.

Dr. Detmold, professor of English, will return to full-time teaching duties in the English and drama departments in the fall of 1971 upon completion of a year's sabbatical.

Two Members Of Congress Named To Board Of Directors

Senator Hubert H. Humphrey (D-Minn.) and Rep. Earl B. Ruth (R-N.C.) have been appointed to the Board of Directors of Gallaudet College. Vice President Spiro T. Agnew, acting in his capacity as Presi-

dent of the Senate, appointed former Vice President Humphrey to the Gallaudet Board, succeeding former Sen. Ralph Yarborough (D-Tex.). Humphrey served in the Senate from 1948 until 1964 when he was elected Vice President. Re-elected to the Senate in 1970, he is a member of the Senate Agriculture, Joint Economic and Government Operations Committees.

Speaker of the House Carl Albert appointed Dr. Ruth to succeed Rep. John M. Zwach (R-Minn.). Former dean of students at Catawba College, Salisbury, N.C., Dr. Ruth was first elected to the House in 1968. He is a member of the House Education and Labor and Veterans Affairs Committees.

Holder of bachelor's, master's and Ph.D. degrees from the University of North Carolina, Dr. Ruth was athletic director and head of the department of physical education of Catawba College before being named dean of students. He began his career at the college as football, baseball and basketball coach in 1946.

LAWRENCE NEWMAN

my hernia operation

The last time I had major surgery was more than 40 years ago. Now, in his office, the doctor told me to cough as he examined me. I obeyed instantly and coughed right into his face. This automatic response is a bad habit of mine. Psychiatrists might be able to trace this type of behavior to the tell-and-do activities of my childhood. You know—the teacher says, “Go, close the door,” and if I can speechread that and respond immediately, I get a star or a piece of candy.

“You need surgery for hernia,” the doctor said. His lips were the type you can sometimes read and sometimes not at all depending on the words used and the way he decided to move them. The fact he had a deaf niece made him a little more understanding. Then he said something unlipreadable. After two (2) repetitions he kindly wrote down what he was trying to say: “Are you allergic to any medicines?” It could be a matter of life or death, yet how many deaf persons could understand this statement, let alone speechread it?

“You’ll now go to the admitting room,” the nurse said to me. If I had a limited vocabulary or if my intuitive or reasoning powers were not there in the first place, I would not have detected on the lips nor understood the words “admitting room.”

Before entering the hospital, I had made up my mind to quit nodding my head in a pretension of understanding. I WAS DETERMINED TO LET MY DEAFNESS SHOW. I decided I would not be like my wife when she was laid up in the hospital because of a miscarriage. The nurse said something to her. She thought it was safer to shake her head in a negative direction. Puzzled, the nurse said, “Are you sure?” For the next 20 years my wife kept kicking herself mentally because everyone but she was given a cool dish of ice cream. If there was anything she wanted most at that time, it was a cool dish of ice cream.

Simultaneously, I undressed, eyed the two-bed room, and the patient on the other bed. I noticed a Playboy magazine lying near him and made a mental note to ask, after my operation, if I could borrow it. The patient on the other bed had a friendly face, the kind that encourages a deaf person to take the initiative and strike up a conversation.

I was dozing off when abruptly I was awakened by a student nurse who tapped me sharply on the shoulder. “Roll over” were the words that could be clearly seen on her lips. My mind recognized the words but my body did not know how to react due to my soporific state. After a false start, body and mind synchronized and I rolled over and found myself on another bed. This one had wheels on it and was to transport me to the operating room.

The student nurse strapped me onto the bed on wheels and gave me a shot of something—I mean the needle type. I remembered a deaf friend of mine, who had a hernia operation several years ago, telling me I’d get a shot which would put me to sleep before I ever reached the operating room. I waited for blackness to descend and closed my eyes to help it on. Nothing happened—only a feeling of euphoria. I began to sweat a little. What if they started to cut me up while I was

not fully unconscious? Instead of pushing the panic button I decided to ask the other patient, who was now standing up, what the shot was for. Lips moved, teeth ground and words poured out.

“I am deaf,” I said. “Please talk slowly and please move away from the sun.” I talked with some apprehension, hoping to God I would be able to follow him. Fortunately, I was able to catch the words: “It is to relax you.” He went on to say that the patient who preceded me had hernia, too, double hernia. He had a heart condition so had to be administered local anesthesia. The patient kept on talking but no other words were recognizable. Then the student nurse reappeared and chatted with the other patient, thoughtfully looking my way from time to time so that I could speechread her. She pointed at the Playboy magazine and chatted and laughed. I wished I could understand what they were talking about because I felt it would have been educational.

The student nurse picked up Playboy, spread out the centerfold and flashed it in my face. Not wanting to appear out of place with the temper of the times, I shook my right hand to indicate “Wowie.”

In the operating room one of the nurses had a face mask half dangling away from her mouth. Obviously she was talking to me. I sat on my elbows and pulled her face mask further down. The words, “What’s your name?” came into the periphery of my vision. This was the fourth time they checked. It would not do to operate on the gall bladder of what was supposed to be a hernia patient.

Again, the nurse was talking to me but this time she remembered to pull her face mask down herself. “Close your eyes,” she said.

The next thing I knew I was in the recovery room and then was wheeled back to the two-bed room. I noticed the other patient was no longer there and gone with him was Playboy magazine.

A new patient moved in. He was about 18 years old and must have been either in a slugfest or an automobile accident. He had a surly look and his eyes were always avoiding mine.

My pulse, temperature and blood pressure were checked every four hours. The next day a nurse, the “registered” brand, came in. “I’m going to wash your back,” she said. She was a stunning redhead and worth two hernia operations. In a few moments she said, “Do you think you can wash your front yourself?” I could have said, “What did you say?” several times until she might have given up in exasperation and done the job herself. Instead, I chickened out and said, “Yes.”

Before dismissing me from the hospital, the doctor gave me instructions for post-operative care. I noticed down the years that human beings like to do things the easy, short and simple way. People do not like to write things down unless they have to.

“Do not get what,” I asked the doctor. After several spoken repetitions, he wrote down the word “fatigued.” I could never have recognized it on the lips.

I have always thanked my lucky stars I have been a heavy reader. My education was what made me feel like a civilized human being. Speechreading is helpful in spots but an education . . .

It was good to be back home even if I walked funny. Before retiring at night, my wife asked if I would like a cool dish of ice cream. She has a habit of asking this.

Come to think of it, it is a persistent habit of hers.

31st Biennial Convention

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TENTATIVE PROGRAM

SUNDAY, JULY 18:

4:00 P.M.-9:00 P.M.—Registration.
8:00 P.M.—Captioned Movies.

MONDAY, JULY 19:

6:00 P.M.-9:00 P.M.—Registration.
8:00 P.M.—Captioned Movies.

TUESDAY, JULY 20:

9:00 A.M.-10:00 P.M.—Registration.
10:00 A.M.-12 Noon and 1:00 P.M. to 3 P.M.—
Workshop Session.
8:00 P.M.—Reception. A wonderful opportunity to
get acquainted with your fellow brothers
and sisters from all parts of the coun-
try. Refreshments served.

WEDNESDAY, July 21:

9:00 A.M.-8:00 P.M.—Registration.
9:00 A.M.-12:00 Noon and 1:30 P.M. to 5 P.M.—
Business session.
8:00 P.M.—Dramatic play.

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THURSDAY, JULY 22:

All-day outing at Oak Grove Farm, Naperville,
Illinois. Buses depart from the hotel between 8:30
A.M. and 9:30 A.M. and leave the farm between
4:00 P.M. and 5:00 P.M.
7:30 P.M.—Initiation for men and initiation for
women. Locations will be announced
at the convention.
8:00 P.M.—Captioned movies for non-members.

FRIDAY, JULY 23:

9:00 A.M.-6:00 P.M.—Registration.
9:00 A.M. to Noon and 1:30 P.M. to 5:00 P.M.—
Business Session.
7:30 P.M.—Banquet, floor show and dance.

SATURDAY, JULY 24:

9:00 A.M.-12 Noon—Business Session (if needed).
8:00 P.M.—Grand Ball, Crowning of N. F. S. D.
Queen. Floor Show and dance to a
15-piece band.

The local committee has arranged a bus tour around Chicago for visitors while delegates are attending business sessions. This function is separate from the combination ticket. Also an information booth will be set up by the local committee to assist visitors to points of interest in and near the downtown area.

A golf course has been reserved for those who wish to participate in the tournament scheduled for Thursday morning. Buses will be provided to take the golfers to the outing after play as well as return them to the hotel. There will be more details on the tournament later.

For further information, hotel reservation cards, and tentative program, write to: DUWAYNE DUKES, 1211 N. Harlem Ave., Oak Park, Ill. 60302.

For room reservation, you may simply write on a post card the room you want, print the words, "National Fraternal Society of the Deaf, July 18-24" and mail to Reservation Manager, SHERMAN HOUSE, Clark at Randolph, Chicago, Ill. 60601.

SHERMAN HOUSE ROOM RATES

Singles	\$ 12.00
Doubles	16.00
Twins	18.00
Four in room	20.00
Alcove (sitting rm.-bdm. comb.)	32.00-34.00
Suite (parlor & 1 bedroom	45.00-80.00
Suite (parlor & 2 bedrooms)	90.00-125.00

RESERVATIONS MUST BE RECEIVED not later than two weeks prior to opening date of convention and will be held only until 6 P.M. on day of arrival unless later hour is specified. Requests for late arrival held until 9 P.M. If we are not able to reserve a room at rate requested, a room at the next available rate will be reserved. All rates subject to Illinois and Chicago taxes.

Indiana Steps Up Vocational Rehabilitation For The Deaf

Indiana, the state that gave such notables as Dr. Boyce R. Williams, Richard Phillips, Richard Kennedy, Don Pettin-gill and David Myers their start in voca-tional rehabilitation, and the first to have a law requiring a specialist "thoroughly fluent in the use of sign language" in the state's Vocational Rehabilitation Division, is blazing new frontiers under the ener-getic leadership of Walter J. Penrod, state director; Douglas S. Slasor, super-visor, deaf and special programs, and Alan R. Parnes, counselor for the deaf and hard of hearing.

Largely through their efforts, the 1971 General Assembly rewrote the 1945 act to provide for at least five rehabilitation specialists for the deaf and the hard of hearing, who will work full-time with the hearing handicapped, plus a new position of deaf coordinator of the program for the deaf and hard of hearing.

Practicing what it preaches, it is ex-pected the Indiana VRD will fill most or all the new positions with hearing handi-capped people. Although Mr. Penrod had little first-hand knowledge about the handicap when he assumed office, he knew the value of working with, instead of just for, people. One of his first actions was to promote Mr. Slasor, a deaf man with years of experience in the field, to coordinator of an expanded program, and to add another deaf counselor, Mr. Parnes, to the staff. This made it possible for Slasor to initiate several new programs and follow up on others started by David Myers before Myers resigned to enter the Leadership Training Program at San Fernando Valley State College.

But the division's deaf counselors never have sat on their hands waiting for in-creased manpower. Within the last 10 years, the Indiana Vocational Rehabili-tation Division has:

1. Extended services to provide coun-seling and vocational evaluation for in-creasing numbers of students at the Indi-ana School for the Deaf, including not only students bound for college, but potential dropouts still in the lower grades of high school and the upper grades of the intermediate department.
2. Surveyed and expanded services and training programs for institutionalized deaf people.
3. Set up a statewide teletypewriter net-work linking counselors, rehabilitation centers, the Indiana School for the Deaf and the central VRD office.
4. Assumed an important legislative advisory role.
5. Successfully launched a program to place deaf people in Post Office employ-ment.
6. Initiated a novel communications therapy program for multiply disabled deaf children too young to work and participate in regular rehabilitation pro-grams and too limited to be accepted by the Indiana School for the Deaf.

The significance of the latter program cannot be overestimated. For years, re-habilitation conferences have emphasized



INDIANA TEAM—Walter J. Penrod (left), state director of the Indiana Vocational Rehabilitation Division, discusses plans for an expanded program of services to deaf people in Indiana with Douglas S. Slasor, supervisor, deaf and special pro-grams.

the urgent necessity of early action to facilitate the vocational rehabilitation of severely disabled deaf people, but tradi-tional age restrictions force most such children to wait until they are 16 years old and can work. Where existing school systems are unable to accommodate them, the delay is potentially disastrous.

Implementation of a pilot project to help such youths was Mr. Slasor's first project in his new position as supervisor of special programs and required an ex-traordinary amount of flexibility and co-operation. Without Mr. Penrod's fore-sight and willingness to break with tradi-tion, it would not have been possible. Through their efforts, the Marion County Association for Retarded Children, Cross-roads Rehabilitation Center and the VRD pooled resources to fund a pilot program to explore the feasibility of the concept.

Briefly, the idea was through a total communications approach involving any-thing and everything that worked and in-volving parents and siblings, to break through the communications barrier that had been isolating these children from so many educational and social experi-ences enjoyed by deaf children with un-complicated handicaps and retarded chil-dren with normal hearing, and in the process evaluate them for a more compre-hensive program which would facilitate vocational rehabilitation at a later date. It was recognized that to be fully effec-tive, communications therapy would have to be carried over into the home so that, in effect, these children would ac-quire language the same way children with normal hearing learn language skills —by living with it.

A poignant highlight of the program was the announcement by one six-year-old sister of a severely disabled deaf girl that she had decided on a career—teach-ing the deaf.

Recognizing the great potential of the program, Mr. Penrod and James O. Lar-

sen, VRD supervisor of facilities and grant programs, applied for a Federal grant to enable Crossroads Rehabilitation Center to enlarge its staff and set up a full-time program for multiply disabled deaf children and teenagers. The children 13 and older are sponsored by the VRD and the younger children participate in the program on a no-fee basis, made possible by income from the grant and VRD fees for the older children. The program for older deaf clients and stu-dents at Crossroads has long been a "mature" program in the sense it is funded by regular VRD fees, not short-term Federal grants. Looking to the day when grant money no longer is avail-able for the program for multiply disabled deaf children, the Indiana VRD has ap-proved a fee schedule, based on fees charged for speech therapy, which it is expected will help the new program be-come self-supporting in the years ahead.

Although this may raise some eye-brows, the important fact is that it is a workable answer to a critical problem.

With such foresight and bold leadership, the future of Vocational Rehabilitation for the Deaf in Indiana looks bright. Walter J. Penrod's first concern has been to build up a team he can work with, and the addition of more specialists not only will make it possible to reach and re-habilitate more deaf clients, but will facilitate the innovation and research needed to keep up with the changing types of deaf people seeking help to cope with rapidly changing vocational conditions.

* * *

The text of the Indiana bill providing for at least five vocational rehabilitation specialists for the deaf and the hard of hearing:

SENATE ENROLLED ACT No. 302
AN ACT to amend Title 20, article 1, chapter 11 of the Indiana Code of 1971 concerning specialists for the deaf.
Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 1971, 20-1-11-1 (formerly Acts 1945, c. 341, s. 1) is amended to read as follows: Sec. 1. There may be created the positions of at least five (5) rehabilitation specialists for the deaf and the hard of hearing to be established and maintained under the direction of the vocational rehabilitation division of the state board of vocational education. Said rehabilitation specialists shall be appointed by the state director of the vocational rehabilitation division with the approval of the Governor.

SEC. 2. IC 1971, 20-1-11-2 (formerly Acts 1945, c. 341, s. 2) is amended to read as follows: Sec. 2. The rehabilitation specialists for the deaf and the hard of hearing shall perform the regular duties of a rehabilitation agent devoting their full time to the rehabilitation of the hard of hearing and for the deaf.

SEC. 3. IC 1971, 20-1-11-3 (formerly Acts 1945, c. 311, s. 3) is amended to read as follows: Sec. 3. In addition there may be created the position of deaf coordinator of the program for the deaf and hard of hearing, to be appointed in the same manner as deaf specialists, who shall meet the minimal standards of education, training and experience held necessary for the appointment of personnel of like rank and who shall be thoroughly fluent in the use of sign language and shall have had a minimum of two (2) years experience in guidance work with the hearing impaired.

Deaf rehabilitation specialists shall also meet the same minimum standards of education, training and experience held necessary for the appointment of vocational rehabilitation division personnel of like rank plus be thoroughly fluent in the use of the sign language.

SEC. 4. IC 1971, 20-1-11-4 (formerly Acts 1945, c. 341, s. 4) is amended to read as follows: Sec. 4. The salary of said rehabilitation specialists and coordinator of programs for the hard of hearing and the deaf shall not be less than that paid to other professional vocational rehabilitation personnel of similar responsibility.

SEC. 5. IC 1971, 20-1-11-5 (formerly Acts 1945, c. 341, s. 5) is amended to read as follows: Sec. 5. Full time secretaries shall be employed to assist the coordinator and rehabilitation specialists in the performance of their duties.

SEC. 6. Whereas an emergency exists for the immediate taking effect of this act the same shall be in full force and effect from and after its passage.

News From 'Round The Nation

Colorado . . .

Mr. and Mrs. Eugene (Hettie) Otteson were surprised at a reception in honor of their 25th wedding anniversary on March 28 at the home of their daughter in Littleton. Mrs. Mary Ann Ferguson was co-hostess.

Mr. and Mrs. George (Eva) Dietz were honored at an open house on their 25th wedding anniversary on April 18 at the home of a niece. Many relatives and friends attended both affairs and many nice gifts were received.

On April 24, Mrs. Jane Vigil and Mr. Patrick Thompson were united in marriage at the Mother of God Church in Denver. Mrs. Linda Garner was matron of honor while Mrs. Lorraine Bell was bridesmaid. Charles Thompson, brother of the groom, was best man. Mrs. Bernice Weadick was their interpreter at the wedding ceremony. A reception followed.

The Ladies' Aid of the Bethel Deaf Lutheran Church held their annual smorgasbord on April 24 which was well attended. A showing of a captioned film, "Incredible Journey," completed the evening.

Mrs. Eileen Skehan is back home after a weeks' hospitalization at St. Luke's Hospital where she underwent her second operation in the last few months. She sur-

prised her friends at an afternoon card game at the Parish House of St. Mark's Episcopal Church shortly after returning home.

Ernest O. Kizer, who had been visiting in New Mexico, went on to California, driving through heavy snowstorms. He was the house guest of his old friends, Frank and Herbert Pearce, at their home in Los Angeles. The Pearces took him to the Los Angeles Club of the Deaf where he met many old friends. Ernest is now visiting his 80-year-old brother in Northern California.

Mrs. Robert Brooke had her parents of Chicago as her guests recently. Her sister was here visiting her in March.

Don Blair is now taking a course in photography at a school in Denver and Richard Chamberlain is now completing his art work, also at a local school. Richard had gone back to Sioux Falls for a while, but is now determined to finish school here in Denver.

Mr. and Mrs. Leo Guarienti of San Jose, Calif., celebrated their 25th wedding anniversary on April 25. Mrs. Guarienti was Concetta Palmera when both she and her husband were attending the Colorado School for the Deaf long ago.

The Raymond Hozas of Canon City, Colo., celebrated their 25th wedding anniversary in April when they were surprised by friends, among them, Mrs. Alice Palazzi of Rife, Colo. Alice came to Denver for a few days of shopping before returning home.

James Quinn, former husband of Mrs. Ada Quinn of Rifle, known to the older Colorado deaf, has passed away. Ada is the sister of Mrs. Alice Palazzi.

Jean Miller St. John and Ernest Hoffmann were united in marriage on April 11 at her hometown, Covington, Ky. The newlyweds are residing in their mobile home at Federal Heights, a suburb of Denver. Ernest is employed as a computer operator at Blue Cross-Blue Shield in Denver.

Denver NFSD Division No. 126 had Ned Wheeler, western vice president, as the guest speaker at their annual banquet held May 1 at the Malibu Airport Inn. Fred Schmidt was chairman of the banquet, assisted by Bonnie and Walter Von Feldt.

Officers of the Denver Ski-Snowmobile Club elected at the annual meeting held on May 2 at the home of the Bill Owens: James Liese, president; Bill Owens, vice president and planning director; Ione Dibble, secretary; and Roberts Brooks, treasurer. The club chose Crested Butte as the site for the 1972 winter outing.

A. Bender, father of Mrs. Carol Moers, passed away on January 28, 1971. Carol spent some time with him in Oregon before he died. Her husband Ralph flew to join her for the funeral.

Halbert Miles, father of Mrs. Jacqueline Faucett, passed away March 26 after a long illness.

The Herbert Votaws were called to Kansas City when Harriett's mother, Mrs. Frank Booth, passed away April 2 at the age of 79. She had been confined to a nursing home as a result of a stroke suffered December 25.



DR. HERMAN E. SPIVEY



DR. ROBERT A. DIETRICH



MRS. CELIA L. BALDWIN



DR. S. RICHARD SILVERMAN



DR. HOMER BABBAGE



DR. BOYCE R. WILLIAMS



DR. BEN HOFFMEYER



MR. ROBERT SANDERSON

GALLAUDET COLLEGE BOARD OF FELLOWS—Three of the nine members of the recently-appointed Gallaudet College Board of Fellows are deaf—Dr. Boyce R. Williams, Robert G. Sanderson and Mrs. Celia Laramie Baldwin. Fellows are appointed by the Gallaudet College Board of Directors. The first fellows are divided into three classes, one class to serve one year, one to serve for two years and the third for three years. Thereafter appointments will be for full three-year terms.

Missouri-Kansas . . .

The Greater Kansas City Telephone/Typewriters of the Deaf held their regular business meeting and pot luck dinner on March 13 in Liberty, Mo., at the home of Mr. and Mrs. Elizah Cuthbertson. Mrs. Jane McPherson is president of this group.

Four men have joined the ranks of the retired: Floyd Large, employed by Associated Grocers, Inc. in Kansas City, Kans., for 28 years; Louis DeMaria of the Brand & Purtz Ladies Ready-To-Wear as a cutter for 15 years; Clarence Morgan of South Park and Charles Olson of Kansas City, Kans., both carpenters.

Lyle Mortenson, Sr., and Mary Beth Green were married at the Reorganized Church of Jesus Christ of Latter Day Saints on February 12 with Mr. and Mrs. August Weber, Jr., as witnesses.

Wedding vows were exchanged on February 7 at the First Baptist Church in Olathe, Kans., by Mrs. Helen Mayes and Thomas Hamilton. The newlyweds have purchased a mobile home and live at Santa Fe Court in Olathe.

Mr. and Mrs. Warren Dale (nee Lina McFall) of Haysville, Kans., announced the birth of their son, Barry, on January 13.

Mr. and Mrs. Robert (Peggy) Fisher of Wichita have a new baby named Marvin Ray born February 11. Their daughter, Cynthia Gale, was four years old on February 12.

Mrs. Agnes Jackson of Kansas City, Kans., was operated on in January and will have to walk with braces on both legs for a while. Joshua Butcher is recuperating from a stroke at Bethany Hospital. Jack Reid was in a traction at St. Luke's Hospital for a week because of pinched nerves.

Mr. and Mrs. Clarence Morgan went to Colorado in February. They visited their son and family, friends and relatives in Colorado Springs and joined the Denver deaf on the annual outing of the Denver Ski-Snowmobile Club for the Deaf at Steamboat Springs, Colo.

Nebraska . . .

We judge by the 23" and 35" birth announcement that the birth of Jefferey Dean to Jack and Rosalyn Gannon of Silver Spring, Md., is big news in the Gannon household where the boy is their first child.

Mr. and Mrs. Kenneth Gardner of Lincoln announced the birth of Kendra Mildred on February 17. Mrs. Gardner has two children by a previous marriage. Kenneth has been attending school in Omaha for the past several months learning graphic arts.

Mr. and Mrs. George Propp were hosts to a 19-year-old girl for several days in February. The girl was in Lincoln with about 80 other young people in the "Up With People" program. This is one of several similar groups of young people

who are touring the country giving concerts or plays to raise money. The youths are learning through new experiences and part of the experiences are from meeting different people in their homes. The Propps saw the request for volunteer hosts and figured that spending a few days in the home of a deaf couple would be new experience for one of the group. They were accepted as hosts and thought it an interesting experience for themselves. With a half hour or so of warning that her hosts were deaf, the girl found another youth in the group and had him teach her how to spell her name at least before she met George.

Mr. and Mrs. Robert Lindberg took Mrs. Emma Mappes and Mrs. Mary Sabin in Omaha on March 27 for the funeral of Mrs. Cecelia Clayton and afterwards visited Kathy Hruza and Don Jack at Clarkson Hospital.

Cecelia B. Clayton (Cecelia Birk, NSD 1917) died in Omaha at the age of 72 on March 25. She is survived by her husband of close to 50 years who was for many years printing instructor at NSD, a son, six grandchildren, three sisters and two brothers.

Mrs. Emma Mappes spent five weeks in Arizona recently. While in Phoenix she stayed with the Harold Schulzes. Other ex-Nebraskans seen were the Albert Klopings and Abe and Virginia Miller who happened to be in town.

A silver wedding anniversary celebra-

BROTHERS AND SISTERS, LET'S RAP AT THE 1971 N.F.S.D. CONVENTION

LET'S GET TOGETHER IN SMALL GROUPS, AND THINK SERIOUSLY
ABOUT THE NATIONAL FRATERNAL SOCIETY OF THE DEAF

What is it?

These and many other questions can be discussed in a free-wheeling, no holds barred meeting to be held during our coming convention. No one needs to be afraid of "getting up before an audience," because everyone will be sitting around small tables with other deaf people, just talking about what is on their minds.

Where is it going?

What's wrong with it?

What's right with it?

How can it attract young people?

Can we improve local divisions?

The Frat wants ideas from its membership; it wants feedback on "How it is doing," such information does not usually come from its members in formal business meetings where people have to be formal and sometimes hate to get up and talk, or who fear debate. This time, the deaf people get their say and the big shots and experts have to be quiet.

Don't miss this one. You can have a reserved seat if you just send a note to the home office saying, "Yes, please reserve a seat for me at the Tuesday Frat Rap." Be sure to include your name & division number.

Non-Fraters are welcome, too. THE NFSD would like to hear their ideas and to learn why they haven't joined.

TUESDAY, JULY 20, AT 10 A.M.

Mail your card or note today to: NFSD FRAT RAP, 6701 W. North Avenue, Oak Park, IL. 60302

tion honoring Vernon and Arlene Meyer of Omaha was held at the Bethlehem Lutheran Church parlor on April 18.

Mrs. Hester Cameron of Omaha had a stroke recently and is now in the Good Samaritan Nursing Home in Millard, Neb.

LaMar Prail, recently of Minneapolis, and Darrell Long of Missouri have started working at Data Document Company in Omaha.

Jacob Sievert of Ashton, Iowa, died at the age of 78 on March 27 at the Verdoorn Nursing Home after a long illness. He attended a school for the deaf at Milwaukee and the Iowa School for the Deaf. He is survived by his wife, the former Helen Menn; three sons and six daughters, 19 grandchildren and one sister, Mrs. Susan O'Connor, Frankfort, Kans., and one brother, Leo Seivert, Ashton.

Delmar Carlson of Sabetha, Kans., died March 13 from injuries suffered in an automobile accident on March 10. His wife, the former Mary Ann Klien, a 1962 graduate of NSD, and one son, Lee, survive him.

Theodore Andersen, Jr., age 61, of Plattsmouth, Nebr., died on March 7. He was a 1933 graduate of NSD.

Hester Willman Cameron died April 3 at the age of 88 years. She is survived by a daughter, Mrs. Martin Lof of Omaha, with whom she had been living. She was a 1902 graduate of NSD in the class with Maude Burtlew and Maude Swanson.

Texas . . .

Heart of Texas Association of Interpreters of the Deaf met at the Lone Star Gas Building in Waco on February 5. New officers: Wallace Capps, president; Peyton Pullen, vice president; Louise Hughes, secretary; Latriece Cross, treasurer; Calvin Willard, chairman of the Standing Committee; Wallace Capps, chairman of the Training Committee. Waco has about 20 interpreters.

Violet Wooten Sparks has been at her daughter's home in Aberdeen, S. D., after her release from a hospital in Lubbock. Her address is 1846 Eisenhower Circle, Aberdeen, S. D. 57401.

Mrs. Andrew Beckman, her three sisters and her brother honored their parents, Rev. and Mrs. Milton L. Rhodes, with an open house in celebration of their 50th wedding anniversary in the Bellmead Community Center. Rev. Rhodes served nine churches in the Central Texas area and also one church in Houston.

Gordon B. Allen, 67, passed away January 27. He was a long-time resident of Houston and served as a layman at the Church of Christ for the Deaf. He is survived by his wife, Weinona, and three daughters.

Mrs. Marguerite K. Geer, 80, died March 8. She is survived by her husband, Roy, and one daughter.

Mr. and Mrs. Larry Butler have a baby daughter born January 19. Her name is Suzette Ann.

Approximately 150 attended a dinner celebrating the 47th anniversary of the deaf ministry at First Baptist Church in

Houston February 12 honoring Dr. W. G. Bryan, Mrs. Lillian Beard and Mrs. Carey Shaw.

Mr. and Mrs. Barry Satterwhite are the proud parents of twin boys whom they named Keith Coy and Kelvin Edward. Ann Satterwhite is the daughter of Mr. and Mrs. Russell Lavender.

Mr. and Mrs. William E. Lemons became grandparents when their only daughter, Eve Ann Heanley, presented them with Kimberly Anne on February 26.

Mrs. Hermina Pekar Gumm of Dallas gave birth to a daughter on January 15. It is the sixth child in the Gumm family and the second girl.

A TAD rally was held April 3 at the Zilker Park Club House in Austin. Guest

speaker was Frederick Schreiber, the NAD Executive Secretary, who happened to be in town for the TSID banquet. He was the guest speaker for that event, too.

Mrs. Donna Alexander had her baby on April Fool's Day, and it's a girl named Brittany. Mr. and Mrs. Ray Piper are the proud parents of a girl born in March.

George LaRue retired February 26 after 34 years with the Pittsburgh Plate Glass Co. He is 63. He received several nice gifts including a watch.

Miss Barbara Jennings, bride-elect of David Dresha, was honored with a miscellaneous shower on March 7. Hostesses were Teresa Brelsford and Mrs. J. W. Jennings. Barbara and David were wed on May 29.



IOWA STORM WARNINGS—Miss Becky Morgan, daughter of Mrs. Darlene Morgan of Des Moines, interprets tornado "watch" or "warning" bulletins over WHO-TV of Des Moines. Miss Morgan's grandfather, Ralph Clayton, is deaf. Upon receipt of a tornado "watch" or "warning" condition from the National Weather Service, WHO-TV will air its usual weather bulletin. The appropriate interpretation for the deaf will follow this bulletin immediately, and as an integral part of that bulletin. As the film opens, Miss Morgan will be standing in front of an Iowa map with the affected area outlined and identified. She will repeat the Weather Service notification three times in signs. Miss Morgan's costume is an immediate indication of the nature of the notice to follow. In those films relating to a tornado "watch," she is wearing a red dress, while in the films relating to the more severe tornado "warning," her dress is all white. This contrast should also be apparent on black-and-white sets. In the event the Weather Service description of the affected area covers more than one of the areas defined in the films, as many of the films will be used as are necessary to complete the bulletin properly.

22nd Annual Deaf Prep Basketball Story...

- Bennie Fuller's Phenomenal Scoring Performances Attract National Attention As Scholarship Offers Pour in for Arkansas School for the Deaf's Scoring Wizard. He Averages 50.9 Points Per Game, Including One Spree of 102 Points. He Also Breaks All of His Four National Deaf Prep Individual Scoring Records.
- Steve Blehm, Sophomore of North Dakota, Newest Deaf Prep Hoop Hero.
- North Dakota, 20-4, Rates Deaf Prep Team of the Year and Coach Henry Brenner is Deaf Prep Cage Coach of the Year.
- St. Mary's Sweeps to Third Eastern Class A Title in Five Years, and Rome Clinches Eastern Class B Crown Fourth Time in Last Five Years.
- Mystic Oral Wins New England Championship Third Straight Year.
- Alabama Takes Mason-Dixon Championship.
- Illinois to Host Revival of Central Tournament Next Year.

By ART KRUGER, Sports Editor

7530 Hampton Ave. #303, West Hollywood, Calif. 90046

How did Bennie Charles Fuller, an 18-year-old high school senior, score 102 points in 32 minutes?

That's the question which has been repeatedly asked Houston Nutt, coach of the Arkansas School for the Deaf Leopards basketball team, ever since his young scoring wizard strummed such a merry tune on the basket strings against Leola High on January 19, 1971.

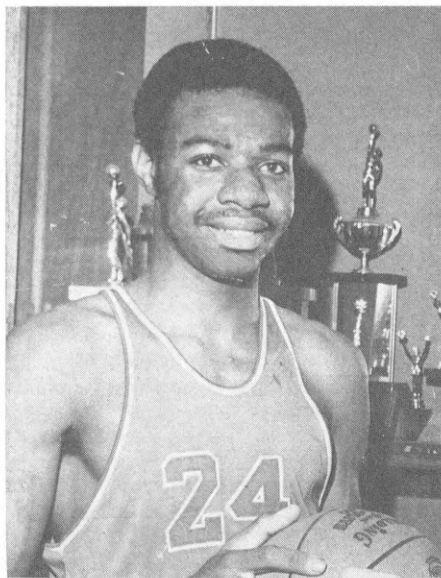
In fact, the queries came from all directions, by telephone and by letters. And Nutt said he got from 10 to 15 calls a day from coaches all over the United States who were highly interested in this 6-foot-2, 185-pounder, who averaged 50.9 points per game this year.

More than 40 scholarship inquiries have been received, including major schools such as Florida State, Kansas, Nebraska, Oklahoma State, Tennessee and Duquesne. Also coaches of several colleges in Arkansas looked at Bennie when he played and said he could play college basketball for them.

How can a youngster, who has absolutely no hearing and cannot speak, play with a normal college basketball team?

Coach Nutt often asked himself that question. "It will be hard, very hard," the Leopard coach said. "I know, for it was hard for me and I had 30 per cent loss of hearing. I had to take notes. I had to have help. He'd have to make it his first year. These schools will have to think about it. Some of them have no idea what to do with him. They just want him to play basketball, but there is more to it than that. Another deaf player with him would help."

Some of the colleges have programs for the deaf in connection with their regular courses, and these seemingly could handle Fuller better than the others, Nutt pointed out. New Mexico State University is one of those, and it has been among the nation's finest basketball teams. Another is Austin Peay State in Tennessee, and there is Rochester Institute of Technology. Westark JC in Fort Smith is interested. So are coaches at William and Mary in Virginia, Illinois State, Bucknell University, Point Park College in Pitts-



BENNIE FULLER, 18-year-old scoring wizard, repeated as Deaf Prep Cager of the Year for his phenomenal scoring performances during the 1970-71 campaign. The Arkansas School for the Deaf 6-2, 185-pound senior averaged 50.9 points per game in 33 contests, including one spree of 102 digits.

burgh, Pa., Gulf Coast JC at Panama City, Fla., Memphis State in Tennessee and others.

One of seven children of Mr. and Mrs. Tammie Fuller of Hensley, Ark., Bennie Charles Fuller is the only deaf member of his black family. His goal is professional basketball, and Coach Nutt thinks he will make it. "First, it's college somewhere," said Nutt. "If not that, then some small league where he can work himself up, or a junior college somewhere. Then pro basketball. Maybe the Harlem Globetrotters. Showboat Hall has contacted me about Bennie."

Fuller scored 606 points as a freshman, 1,007 as a sophomore, and 1,301 last year as a junior. He scored 77 points against Enola High and 98 against Mississippi School for the Deaf last season, and scored more than 50 points in nine games.

This year Fuller broke all of his own national deaf prep scoring records set last year as he scored a single season record of 1,681 points in 33 games for a

record per game average of 50.9, and 12 times he went over the 50 mark. Bennie became the first deaf prepster to garner more than 4,000 points in four seasons. In his last high school game in the semifinals of the District 9-B tournament, Bennie scored 39 points to bring his four-year total to 4,595 points, a four-year average of 39.2.

It was the third straight year that the Leopards met defeat in the semifinals of the district meet. A team has only to reach the finals to gain a berth at the state meet at Barton Coliseum at Little Rock. ASD lost to Mount Vernon by just two points, 87-85.

The 102 points, of course, is the national deaf prep single game all-time high. This fell short of the Arkansas high school record, racked up in 1955 by Morris Dale Mathis of St. Joseph's High. Mathis hit 108 in one game. Coach Nutt didn't know about it at the time or he would have pushed Bennie for the record.

"People have been phoning me and asking, 'How did he do it.' 'Was it a regulation basketball game?' And such things," Nutt said. In pumping in 102 points in ASD's 133-58 victory over Leola High, Fuller scored 22 points in the first quarter, 22 in the second, 20 in the third, and capped it off with 38 in the fourth.

Everywhere Bennie played, he had two or three men on him. Even four, at some times, yet the Leopards were 20-13 after losing four at the very start of the season and six against bigger schools near the end of the season. **ASD's record the last four years has been 93-30.**

P.S.: Bennie scored 52 points when ASD played Whitehaven High, a Class AAA powerhouse, at Memphis, Tenn., before a large crowd. The Whitehaven coach said he'd never seen anything like Fuller before, and that he was the best guard he'd ever seen at playing one-on-one. He also said he'd never seen a player move so fast and have such quick hands. It was just great for ASD and Bennie to get a chance to play before the Memphis people.

Bennie received the sportsmanship award in the Cabot invitational tourney

won by the Leopards. He also got Arkansas House of Representatives Resolution Seventeen commending him for his outstanding sportsmanship and scoring record as a member of the Arkansas School for the Deaf basketball team. And lastly he received a letter, dated February 9, 1971, from Captain James A. Lovell, USN, NASA astronaut and consultant to the President of the United States on physical fitness and sports. His letter reads as follows: "The President has asked me to convey his congratulations to you on your outstanding basketball

performances at the Arkansas School for the Deaf. I am pleased to do so. You can take pride not only in your athletic skill, but in the dedication and determination you have shown in overcoming the obstacle of deafness. It is a performance from which other young people can draw inspiration. My best wishes for continued success."

And most important of all, Bennie received a Worthen Sports Award designating him Arkansas' amateur athlete of the month in January.

North Dakota Sophomore Burns Net in County Tourney

The remarkable four-year scoring record of Bennie Charles Fuller, however, may be jeopardized two years later.

Steve Blehm, 6-foot sophomore center of the North Dakota School for the Deaf Bulldogs, has a chance to eclipse Fuller's four-year career of 4,595 points when he becomes a senior. The hot shooting star, in just two seasons, has tallied 1,885 points, a national deaf prep mark for first two years. Fuller had a total of 1,613 points at the same stage of development that Steve has now reached.

Last year Blehm scored 751 points for an average of 35.8 per game, which was the highest average in the state, both Class A and B. This year Steve lifted his amazing scoring average to 47.3 points per game with 1,134 points in 24 games.

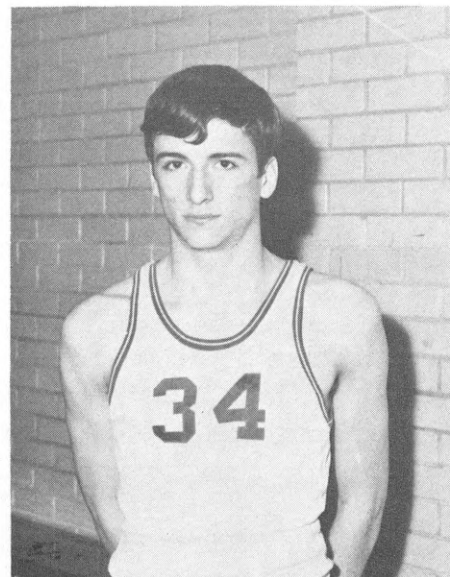
Blehm shot himself into national prominence and the athletic record books of North Dakota on January 27, 1971, with a record-shattering 85-point performance against Hampden High in the opening round of the Ramsey County Basketball Tournament at Starkweather. He turned in one of the most prolific athletic performances ever staged in the state of North Dakota, eclipsing the old scoring mark of 71 points set several years ago by Gordon Baumgartner of Oriska High. He also bettered the Class A record estab-

lished by Robert Eaglestaff of 69 points earlier this year.

The sharpshooting star amassed his 85 points on six-eight foot jump shots around the basket and collected 29 points in the first period, 15 in the second, 24 in the third and 17 in the final period. He connected on 38 of 56 field goal attempts and potted nine of 10 free throw attempts in his one-man show. In addition to his bombing from the field, he worked the boards to a tune of 21 rebounds.

Blehm was held under 30 points only once this year, and that was in the first game of the season when he scored 28 points. He hit over 50 points five times, over 60 points twice, over 40 nine times and over 30 five times in addition to his single game record of 85 points. Steve was also a fine rebounder, having pulled down 338 rebounds for an average of 13.7 per game. And he sank 238 of 322 free throw attempts for a fine .739. Steve became NDSD's first cager to have scored at least 1,000 points in one season. He and Bennie Fuller are the only players in the history of deaf prep basketball to have tallied more than 1,000 points in a single season. Fuller did it three straight years.

Blehm, of course, was the key to the success of the NDSD Bulldogs' sparkling



NEWEST DEAF PREP SCORING WIZARD—Steve Blehm of the North Dakota School for the Deaf Bulldogs, only a sophomore but a 6-foot sharpshooter, may jeopardize Bennie Fuller's four-year scoring record of 4,595 points. Blehm had 1,885 points in his first two years, 272 digits more than Fuller did his first two seasons at the Arkansas School. Blehm averaged 47.3 this year, tops in the North Dakota high school circles, including a state record-shattering 85-point performance in the Ramsey County tourney game.

20-4 record. This was another all-time mark, most wins in a season, to snap the old mark of 16 victories set in 1957-58. It was the first time in NDSD's history that the Bulldogs were able to reach the championship finals of the District 14 Class B Tournament. The defending champion and seeded No. 1 Lakota High had four starters in double figures to offset a 40-point performance by Steve Blehm and coasted to an 83-68 win for the district title. The Bulldogs also were runnersup in the Ramsey County Tournament, and Steve's 173 points and 57.7 average in three games is a Ramsey County tourney record. **And in 24 games the Bulldogs scored more than 100 points per game SIX times.**

Special praise, however, should go to Henry Z. Brenner, who did a wonderful job with a small team, and built up a winning combination around Steve Blehm. Brenner employed a variety of zone presses and defenses as well as an occasional full-court press. Lacking height, the Bulldogs had to fast-break and run when they had the ball. Blehm, at 6 feet, was the Bulldogs' tallest player.

NDSD rates the Team of the Year honor. Henry Z. Brenner is Deaf Prep Basketball Coach of the Year. A graduate of the Rhode Island School for the Deaf, Brenner was one of the school's all-time cage greats and played for Providence Club of the Deaf which won the New England Athletic Association of the Deaf title several times. He was an all-state football selection at Woonsocket (R.I.) High in 1950 and was a star guard on the University of Rhode Island eleven for three seasons. He was the most valuable player on the URI squad that won the Yankee Conference championship in 1953, and he was one of the main reasons the URI Rams were able to register 12



TEAM OF THE YEAR—The Bulldogs of the North Dakota School for the Deaf at Devils Lake had a sparkling 20-won, 4-lost slate. This team coached by Henry Brenner, Deaf Prep Coach of the Year, scored more than 100 points a game. Representing the team are, left to right: **KNEELING**—Manager David Myers, Gary Sagstuen, Larry Geisler, David Hanson, James Eglund and Manager Gary French; **STANDING**—Coach Henry Brenner, Leroy Ziegler, Carl Brien, Co-captain Dale Armstrong, Co-captain Steve Blehm, Stephen Reynolds and Bruce Kohl.

victories in 16 attempts in two seasons. He became head coach of eight-man football and basketball as well as athletic director of the North Dakota School for the Deaf in 1953.

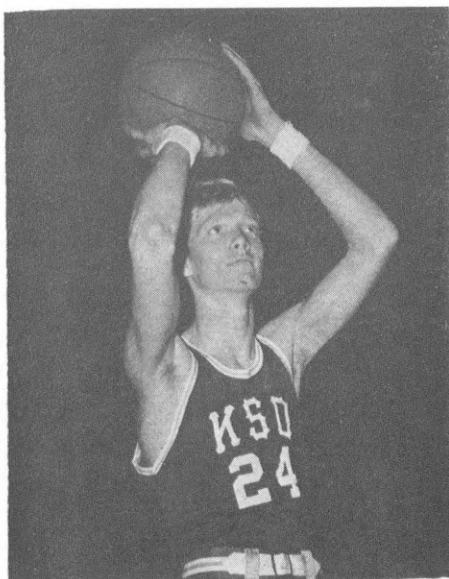
Another hot-shot deaf prepster during the 1970-71 hardwood campaign was Ernie Epps, powerfully built 6-5, 185-pounder of Kentucky School for the Deaf. He was the top scorer in Kentucky high school basketball circles this year with a 37.6 average. Playing guard most of the time, Ernie also grabbed 19 rebounds a game and hit 56 percent of his field goal attempts, many of them soft, arching shots from the 30-foot range. Recently he made third all-state team.

Epps, who will be too old to play high school ball next year, plans to attend Gallaudet College, according to his coach, Eddie Hyden, a 1969 graduate of Eastern Kentucky University. Totally deaf since birth, Ernie is a topnotch student and president of his class. He has drawn the interest of schools like New York University, Memphis State, Tennessee, Maryland, Oklahoma and Ohio University but is going to enroll at Gallaudet after he completes his education at KSD next year. If so, relief may be on the way for Gallaudet which was beleaguered with an 0-25 record this year.

Ernie has spent the better part of 11



WEST COAST 7-FOOTER—EDDIE DUDLEY of the California School for the Deaf at Riverside, a seven-foot senior center, began to play basketball this year. He became one of the most watched players in the Arrowhead League. Although slow on defense because of his hefty weight (280 pounds), Eddie was a tremendous scorer and had the best shooting average on the team, 59% for the whole season. He rebounded fairly well, and was a marked player. Eddie is probably the tallest deaf prep cager known to us. The gentleman giving instructions to Eddie as to what he should do with basketball is SEYMOUR BERNSTEIN, coach of the Riverside team, himself 6-2. The Cubs started out in a winning fashion until illnesses and injuries prevented CSDB from having a winning season (7-13). Rex Leasingham, last year's top scorer of the team, was out all but six games, and Mike Adams, a promising 6-3 soph, was stricken with meningitis that kept him out most of the season. Eddie Dudley was lost for six games and Ken Watson was not on the scene for two games. What a season to go! At the beginning of the season, the Cubs were among the highest scoring teams and were given lots of publicity by the local paper, and the "Player of the Week" was Watson, who gave the team a shot in the arm. Predictions were wild, tabbing the Cubs the long shot in the league. Then the dream was smashed.



LITTLE COLONEL LUMINARY—Besides Bennie Fuller and Steve Blehm, 6-5 ERNIE EPPS of Kentucky School for the Deaf was one of those three hot-shot preppers of the 1970-71 cage campaign. Ernie averaged 37.6 this year, tops in the Bluegrass state. He also averaged 20 rebounds per game, season's best in the state.

years at the 148-year-old KSD, a school of 330 students located in Danville, population 13,000. He started playing basketball when he was nine. Since then, he has practiced an average of two hours every day. "He's up here at the gym practicing all the time," said Hyden. "We have to chase him away before we can close it."

Despite Epps' presence in the lineup, KSD won only 3 of 19 games against tough opposition in the Central Kentucky area. Two of those wins were over Tennessee Deaf and Indiana Deaf. Ernie poured in a total of 715 points in 19 games this year.

And John Sandoval, 6-1, 180-pound captain and guard of the California School for the Deaf at Berkeley Eagles, broke a school record for career points and became CSDB's No. 1 all-time scorer with 2,242 points in 95 games for a 23.6 per game average. This bettered Don Lyons' four-year career total of 2,072 points, a 22.7 average in 91 games. Lyons, a prep All-American, went on to star for the University of Nevada at Las Vegas and is now playing for East Bay Club of the Deaf of Oakland that won the AAAD national title at St. Louis recently.

"John Sandoval is what I call the natural ball player," said Coach Gene Harris. "He has beautiful moves, excellent basketball sense, and hustles 100 per cent of the time. I have received approximately 30 letters of inquiry about John from colleges and universities across the nation."

John's scoring average dropped this year because CSDB had a well-balanced squad that could all score. The Berkeley Eagles finished the season with a fine 18-9 record and placed third in the strong Bay Counties League. There are eight schools in the league. Sandoval racked up a total of 621 points in 27 contests for a 23.0 per game average.

Other top deaf prep shooters who av-

eraged more than 20 points per game during the 1970-71 campaign: David Goodine of Maine (27.5), Ricky Ballinger of Mt. Airy (26.3), Marty Jones of Mystic (24.6), Curtis Hudson of Mississippi (23.9), James Ennis of West Virginia (22.8), Dennis Vance of Nebraska (22.2), John Healey of Beverly (21.7), Mike Mason of Georgia (21.3), Joe Amell of Horace Mann (21.3), John Meehan of Boston (20.9), Pedro Medina of Illinois (20.2) and Ken Watson of Riverside (20.1).

Now for tournament talk . . .

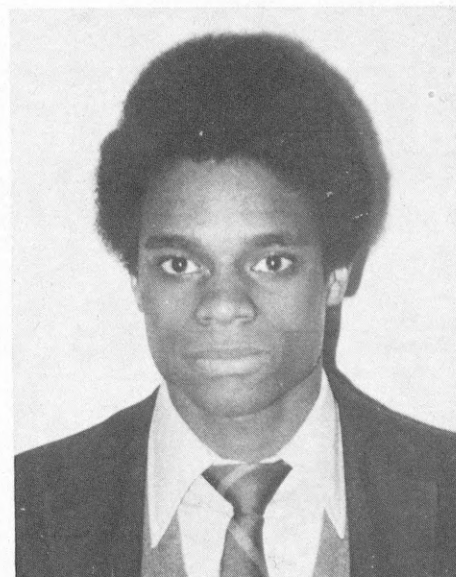
Eastern Class A & B

For the third time in five years and ninth in 39 seasons, St. Mary's School for the Deaf (Buffalo, N.Y.) won the Eastern School for the Deaf Class A Basketball Tournament championship.

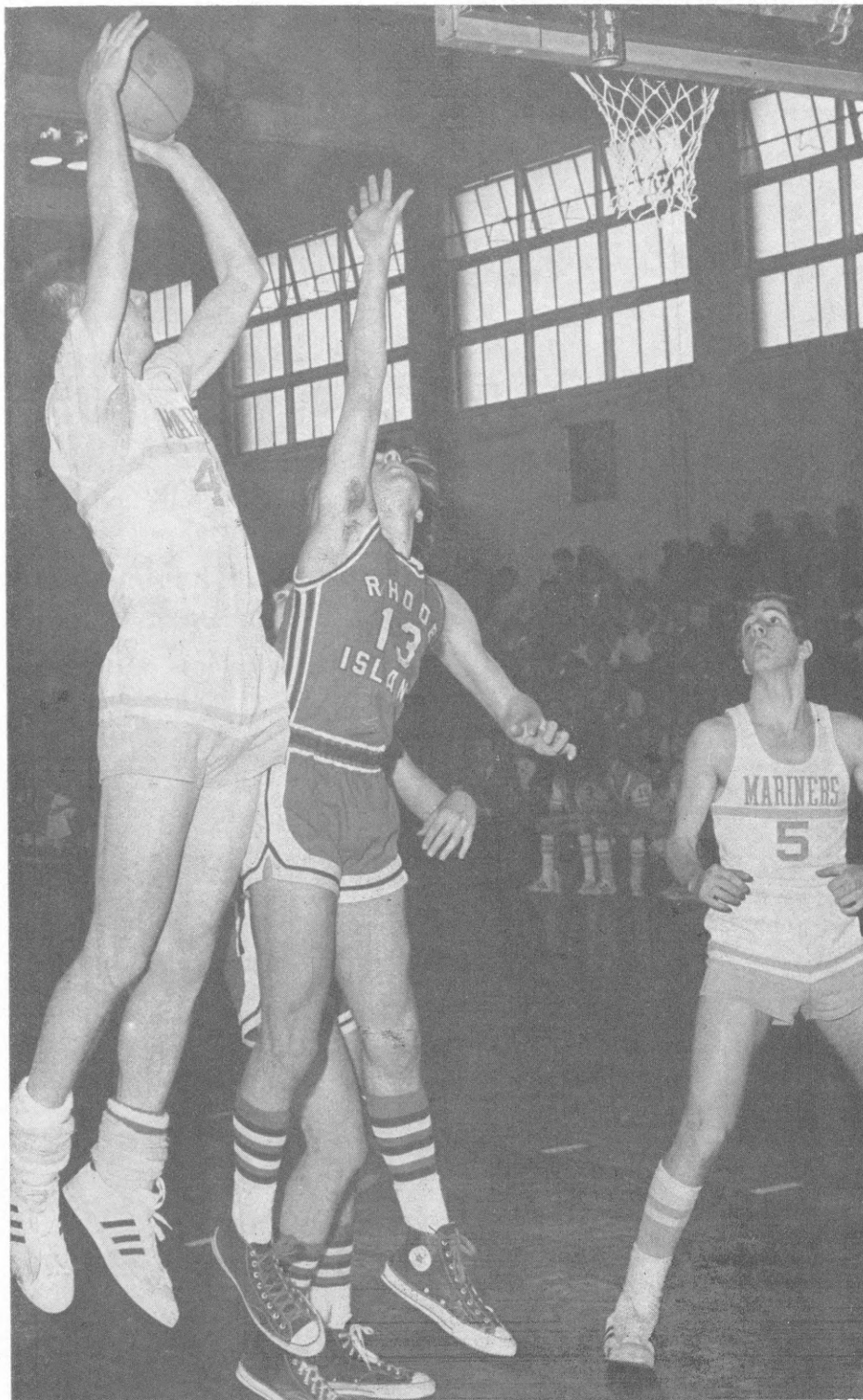
St. Mary's, host of the meet, employed a balanced scoring attack and 3-2 half-court press to defeat Mt. Airy in the finale. The Saints had a 30-20 rebounding advantage with Mark Myers hauling in 11. St. Mary's employed the press throughout the game and caused the Pennsylvania Panthers to turn over the ball 20 times. The winners were 31 of 65 from the field for 47 percent, while Mt. Airy shot 27 percent on 23 of 83.

Mt. Airy, however, had Ricky Ballinger, 17-year-old, 6-1, 170-pound junior forward, the outstanding player of the tournament. He took championship game honors with 30 points and scored 88 points in three games.

Jerry Ferris, 6-2 junior forward, led St. Mary's with 23 points, hitting on 10 of 16 field shots, mostly from 15 feet. "Ferris took over the scoring slack," said Coach Lee Murphy, "when the opposition concentrated on Dave Fitzgerald, our high scorer in the two previous games." Dave had only eight points in the final, but was the best guard of the tournament. A 5-8, 155-pound senior, Dave



RICKY BALLINGER was the most outstanding player of the 39th Eastern Class A deaf meet. In the past 25 years Mt. Airy has produced two very outstanding cagers—John Bingham, 1947-50, and Barry Siekierka, 1956-60. Now Ricky joins these two elite players. A 6-1, 170-pound cager, he accomplished a lot the past year. For that and what he can do in the future he could be named the best basketball player in the history of the school.



SOARING MARINER—Marty Jones, 6-6 center of Mystic Oral School for the Deaf Mariners, goes high over Rhode Island's 5-10 Paul Tomasian to sink a jumper in the championship game of the New England School for the Deaf basketball tournament held at Field House of the United States Submarine Base in Groton, Conn. Joe Caputo (5) of the Mystic Mariners waits for the rebound. Mystic won the game, 64-45, and with it took their third straight New England title.

had a 17.5 scoring average for the season. He made the All-Catholic Smith League first team.

This was the first year for Mark Myers. He is very mature for a 16-year-old. He's 6-4, and weighs 210 pounds. He is going to dominate the ESDAA meet the next three years. Throughout the tournament Mark helped St. Mary's tremendously as he controlled both backboards.

The tournament had three other fine players who deserve mention, Gary Wilson and Bob Reisser, both of New Jersey, and James Ennis of West Virginia. A 6-2 junior guard, Wilson was the ball player next to Ricky Ballinger, getting 58 points in three games. Reisser, a 6-1, 190-pound sophomore guard, made New Jersey a much stronger team. Ennis, a 6-2, 185-pound junior forward, almost carried his West Virginia Lions to the finals. He is

probably the school's most outstanding hoopster since the glory days of Gene Smith and Charles Buemi nearly a generation ago. He was first team selection of the Potomac Valley Conference.

Joining Ballinger, Fitzgerald, Wilson and Myers on the all-tourney first team was New Jersey's veteran forward, Sheldon Johnson. Picked on the second team were Ennis, Reisser, Ferris, Bob Uttley of Mt. Airy and Carl Cerniglia of St. Mary's.

Maryland won a tournament game for the first time in several years when it defeated Western Pennsylvania for seventh place. Results of the 39th ESDAA meet:

Mt. Airy 80, Western Pa. 30
West Virginia 60, Fanwood 55
New Jersey 68, American 27
St. Mary's 85, Maryland 53
Mt. Airy 60, West Virginia 48
St. Mary's 81, New Jersey 71
Fanwood 69, Western Pa. 39
American 51, Maryland 41
New York 62, American 38 (5th place)
Maryland 67, Western Pa. 49 (7th place)
New Jersey 99, West Virginia 57 (3rd place)
St. Mary's 70, Mt. Airy 53 (championship)

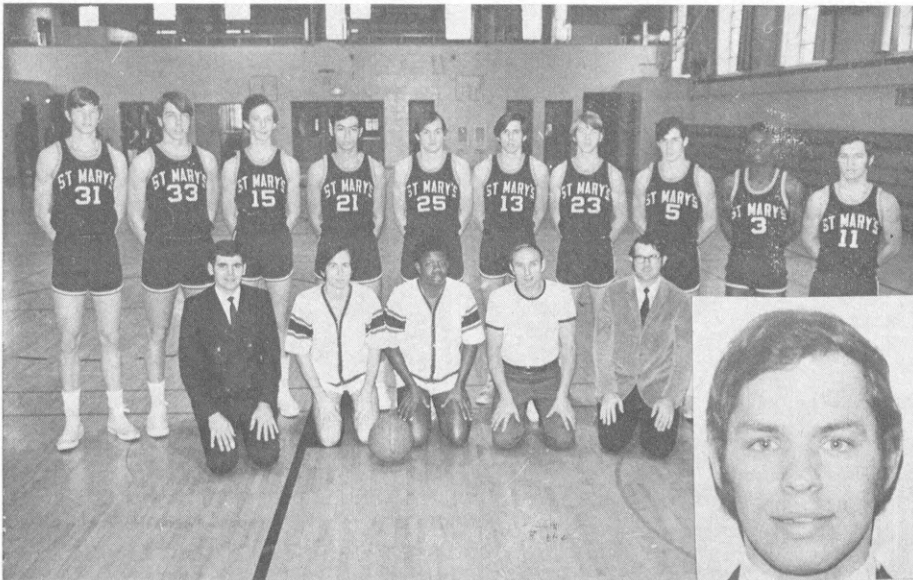
St. Mary's was 10-8 for the season.

John Rybak, erstwhile Canisius College athletic star, now in his 37th year at St. Mary's and serving as assistant superintendent after a long and colorful coaching career, was general chairman of the 39th ESDAA meet.

The New York State School for the Deaf at Rome Trojans won the Eastern B championship held at Brattleboro (Vt.), site of the Austine School for the Deaf. This was due to the great Nate Cannon, who scored 122 points in three tourney games and was an unanimous selection as the MVP of the meet.

Although only 18 years old, Cannon was ineligible for high school competition because he had already played four years. Under ESDAA rules, however, Nate could compete for five years so he returned to the lineup just for this tournament. He still holds the New York State scholastic scoring record of 2,223 for four years of play ending last year.

This was the Trojans' fourth championship in five starts under Jim Magness. They lost 71-69 to Rhode Island in the finals last year at Portland, Maine. This year the Trojans beat Austine for the championship easily. The most exciting game of the tourney was the semi-final tussle between Rome and Mystic in which Rome squeezed out a one-point win. **It was a battle between two outstanding players in the tournament—6-0 Nate Cannon and 6-6 Marty Jones of Mystic.** Cannon outscored Jones 31-27, and out rebounded him 22-13. But the contest was not over until the final buzzer. Mystic got the ball with 13 seconds left to play and shot right after the buzzer sounded. The ball went through the net but the official ruled it no good.



EASTERN CLASS B WINNER—This tall (probably the tallest deaf prep club in the nation) St. Mary's School for the Deaf defeated Pennsylvania School for the Deaf at Mt. Airy in the finals of 39th annual Eastern Schools for the Deaf Basketball Tournament, 70-53. The Saints from Buffalo, N.Y., from left to right—**STANDING:** Steve Nover (6-5), Mark Myers (6-4), Terry Berrigan (6-3), Joe Vega (6-2), Carl Cerniglia (6-1), Dean Donlavey (6-0), Jerry Ferris (6-1), Don Ames (5-11), Charles Holmes (5-9), and Dave Fitzgerald (5-8); **KNEELING:** Dan Donnelly (manager), Pat Berrigan (5-10), Isaac Wyatt (6-0), Assistant Coach Frank Podsiadlo, Head Coach Lee Murphy. Inset is Dave Fitzgerald who was the best guard of the Eastern Class A meet.

Both Cannon and Jones were unanimous choices for the all-tourney first team. Joining them were George Ferreira and Chuck Lamothe, both of Rhode Island, and Larry Mann of Lexington. Selected to the second team were Kim Valli of Austine, Jimmy Turner of Mystic, Davis Goodline of Maine, Bill Charma of Rochester and Gregory Nunez of Lexington.

Results of the Eastern Class B games:

Rochester 100, Maine 73
Austine 65, Mill Neck 48
Rome 75, Lexington 53
Mystic 72, Rhode Island 56
Austine 72, Rochester 54
Rome 61, Mystic 60
Maine 75, Mill Neck 47
Lexington 75, Rhode Island 61
Lexington 90, Maine 55 (5th place)
Mystic 67, Rochester 52 (3rd place)
Rome 69, Austine 57

Jim Magness has resigned as basketball coach so as to devote more time to teaching at the school. In 15 years of coaching at both Florida and Rome, he had only three losing seasons. His teams have won 44 trophies. Without Cannon, Rome won only 2 of 14 games during the regular season.

New England

The high school program started at the Mystic Oral School for the Deaf last September, and for this reason 6-6 Marty Jones elected to remain at the school for another year.

And that big man was the main reason why Mystic became the first club to win three straight New England Schools for the Deaf tournament titles. The Mystic Mariners started fast from the floor and also took several trips to the free throw line to rout Rhode Island in the championship game at the Field House of the United States Submarine Base in Groton, Conn. The winners clicked on 24 charity tosses in the contest for their wide mar-

gin of victory as the losers were in foul trouble from the start.

The win capped the Mystic season at 12-3 and gave the Mariners of Coach Ron Norcross a 48-15 won-lost record for their three championship seasons.

Rhode Island ended the season with a strong 20-6 record, four of the losses being to Mystic.

Marty Jones as usual led the Mystic scoring with 24 points, getting 61 for the three games of the tourney, but only played 10 minutes of the first game against Boston. He grabbed 23 rebounds in the title tussle.

Results of N-E contests:

Boston 54, New Hampshire 44
Mystic 52, Boston 30
Austine 62, Maine 47



NEW ENGLAND CHAMPION—Again, three straight years, for Big Marty Jones, Coach Don Norcross and the Mystic Oral School for the Deaf Mariners. The Mystic squad: Front row (kneeling) left to right, Paul Gaynor, Jimmy Turner and Coach Don Norcross; second row (standing), Pat Carlton, Ken Warso, Tom Blake, Ed Murphy and John Thomas; third row (standing), Manager Billy Middleler, Ron Meotti, Joe Caputo, Marty Jones, Bruce Benjamin, Jeff Gudaitis and John Thomas, faculty manager.

Rhode Island 58, Beverly 46

Clarke 56, Horace Mann 47

Mystic 44, Austine 33

Rhode Island 59, Clarke 43

Beverly 64, Maine 57

Horace Mann 66, New Hampshire 26

Beverly 35, Boston 32

Horace Mann 82, Beverly 68 (5th place)

Clarke 45, Austine 39 (3rd place)

Mystic 64, Rhode Island 45 (championship)

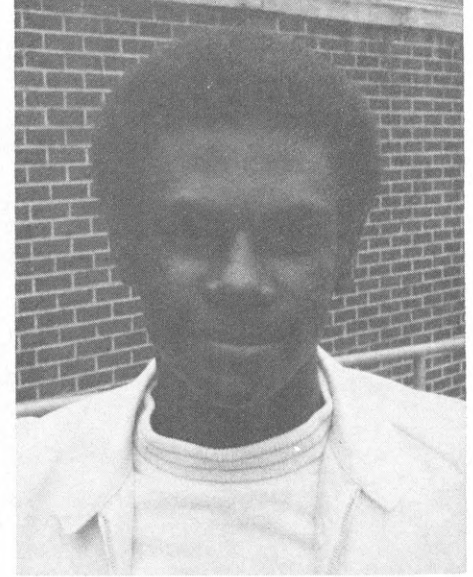
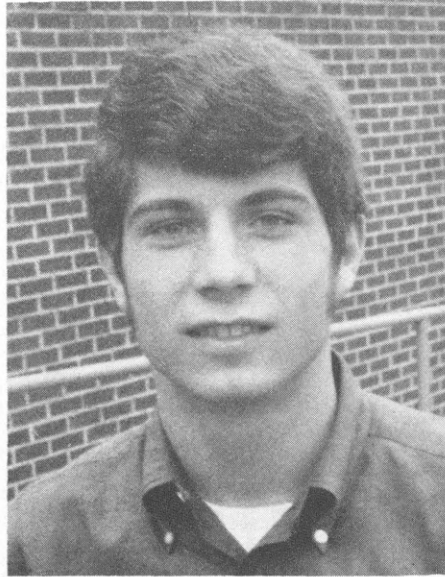
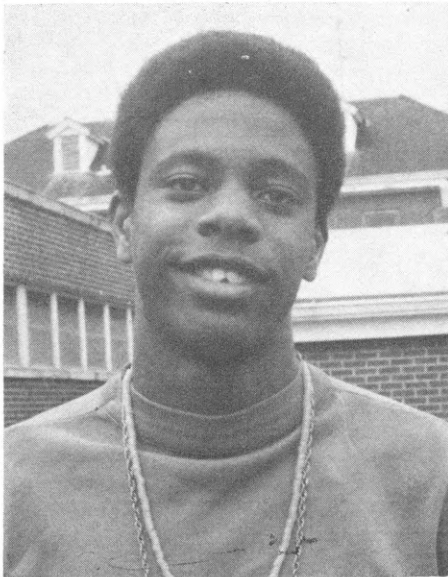
Jones and his two teammates, Jeff Gudaitis and Jimmy Turner, were named to the 11-man all-tournament team. They were followed in the voting by George Ferreira and Chuck Lamothe, both of Rhode Island, Joe Amell of Horace Mann, Davis Goodline of Maine, Kim Valli of Austine, John Healy of Beverly, Bob Steele and Larry Cajen, both of Clarke.

Mason-Dixon

Alabama Silent Warriors, thwarted in their 1968 Mason-Dixon Schools for the Deaf championship try against the Florida School, avenged that 51-49 defeat with a powerful offensive that produced a 78-54 margin in the finals of the tournament held at Talladega.

It was ASD's second title in the 19 years the tourney has been played. Coached by Harry Baynes, who recently retired as AAAD president after serving two terms, the Silent Warriors won the 1960 event hosted by the Louisiana School in Baton Rouge. Alfred Deuel, a Gallaudet College graduate, is the present mentor of the ASD quintet.

The ASD five was paced by a pair of 5-10 freshmen, Terry Thomas, forward, and Mark Windham, guard, and 6-foot sophomore forward Jerome Odom. **Only 15 years old, Thomas posted 18 points in the championship clash and grabbed 12 rebounds and was chosen the most valuable player.** Overall Alabama had three double digit performers with Odom's 22 points, Thomas' 18 and Windham's 13.



ALABAMA MAINSTAYS—A pair of 5-10 freshmen and a 6-0 sophomore gave Alabama School for the Deaf its second Mason-Dixon championship in 19 tries. From left to right—Jerome Odom (6-0 soph), Mark Windham and Terry Thomas. Only 15 years old, Thomas was the MVP of the M-D meet.

Forrest Hankerson of Florida, also 5-10, took the scoring honors in the title game with 27 points.

Mississippi's 5-8 sophomore guard Curtis Hudson won single game and overall scoring honors with 41 points on 20 field goals and one free throw against South Carolina in the battle for third place. He had 15 in a losing effort against Florida in the semifinals and 21 in the Mississippians' opening round win over Tennessee. Altogether Hudson collected a total of 78 points in three games.

ASD showed flashes of form in several games during the 1970-71 cage campaign but was victor in only six of 18 outings, one of them an overtime upset win over Birmingham University High in the first round of the Area 15 1A tournament.

Results of the M-D cagefest:

Mississippi 59, Tennessee 46
Florida 82, Louisiana 49
South Carolina 52, Virginia 39

Florida 68, Mississippi 53

Alabama 67, South Carolina 58

Tennessee 82, Louisiana 49

Virginia 64, Tennessee 42 (5th place)

South Carolina 68, Mississippi 63 (3rd place)

Alabama 78, Florida 54 (championship)

It was the seventh straight winning season for the Texas Rangers. Coach Prentis Ming's boys plowed through a grueling schedule against 16 area teams with 14 wins in 25 hard-fought games. Texas had so many good boys it was impossible to pick just one for the All-American team. Ming was reluctant to single out any one player, but when pressed, he would admit that two boys played pretty good ball this year, Larry Coleman, a 5-10 sophomore forward who ended the season with a 16.6 average, and 6-1 junior forward Charles Clay with a 15.3 average.

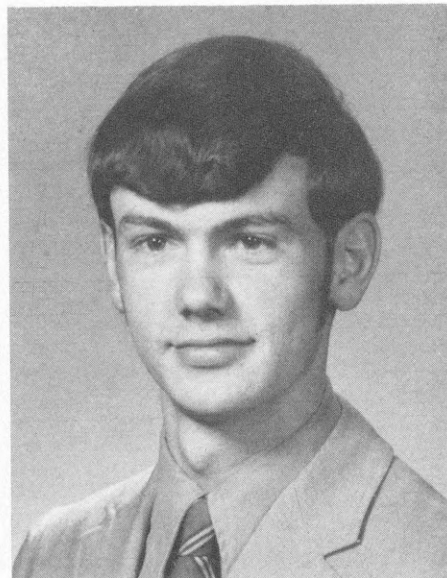
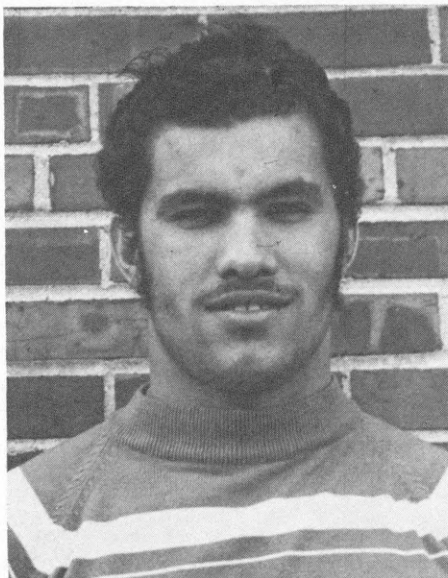
South Carolina Green Hornets improved greatly as the season progressed, winning 10 of their last 13 games, placing third in the Northwest 1-A Conference, and posting their first winning record in six years, 13-10. **The conference recognized Bill Ramborger for his fine work with the Green Hornets and picked him as "Coach of the Year" in the conference.**

Kansas, too, improved greatly and had its best cage season since 1963, a 9-9 record this year, highlighted by a third place finish in the Greeley Invitational Tournament and a second place finish in the district tournament. By finishing second KSD qualified to enter the state regional meet, the first time since 1946 that a KSD team had advanced that far in state tournament competition.

Other schools having winning seasons were Clarke (13-5), Boston (17-10), Beverly (14-7), Horace Mann (13-6), Lexington (17-11), Mill Neck (11-9), St. Rita (17-5), Nebraska (12-6) and New Mexico (11-10).

Results of important deaf prep inter-school games during the regular season:

Fanwood 71, Lexington 53
 St. Mary's 78, Rochester 37
 Virginia 68, Maryland 53
 West Virginia 83-82, Virginia 56-61
 Mystic 64, American 44
 Mt. Airy 76, Mystic 57
 Wisconsin 51-68, St. John's 47-56
 Minnesota 59, Wisconsin 46
 Indiana 74, Ohio 65
 Indiana 93, St. John's 27
 Indiana 59, St. Rita 49
 Kentucky 74, Indiana 65
 Kentucky 62, Tennessee 56
 St. Rita 66, Kentucky 56
 St. Rita 65-63, St. John's 37-58
 St. Rita 78-74, Indiana 58-71
 St. Rita 74-72, Ohio 60-71
 Kansas 75-55, Oklahoma 52-34
 Texas 93, Oklahoma 39
 Arkansas 118, Oklahoma 35
 Arkansas 76, Mississippi 62
 Georgia 52, Mississippi 49
 No. Carolina 86, So. Carolina 68



THEY'RE ALL-AMERICANS and deserve to be pictured here: Pedro Medina (left) of Illinois, 6-2, 205-pound senior forward; and John Healey of Beverly (Mass.) School for the Deaf, 6-0, 155-pound senior all-around cager.

Iowa 72, So. Dakota 59
 Iowa 64, Nebraska 62
 Nebraska 66, Iowa 51
 Nebraska 68-56, Kansas 41-46
 Missouri 40, Kansas 39
 Kansas 58, Missouri 37
 Illinois 75, Missouri 56
 Illinois 68, Kansas 54
 Illinois 75, Indiana 60
 Washington 70-59, Oregon 60-48
 Utah 37, Idaho 32
 Riverside 95, Arizona 76
 New Mexico 86, Arizona 38
 Colorado 55, New Mexico 51

The annual "big game" between Riverside and Berkeley was cancelled this year.
P.S. We were pleased to learn through Robert R. Anderson, vocational principal of the Illinois School for the Deaf, that his school is reviving the Central States Schools for the Deaf basketball tournament in Jacksonville, December 17-19, 1971. Schools that have agreed to participate are Missouri, Minnesota, South Dakota, Wisconsin, St. John's of Milwaukee, St. Rita of Cincinnati, and Illinois. This meet has the sanction of the National High School Federation.

Letters to the Editor

Dear Editor:

I find the whole issue of what Mr. Fant wrote ("Enough of Imitation") and what Mr. Prickett replied quite strange because one would think that this situation should be discussed directly from the deaf themselves.

I am hard of hearing and yet I am in total agreement with Lou Fant. Mr. Prickett wrote from what he sincerely believed in but I don't think he understood fully that most of the deaf can honestly and truthfully comprehend best in the natural language (Ameslan). Frankly, almost no hearing person who had been sound-orientated all his life can — simply because Ameslan is definitely for the deaf who are visual-orientated all their lives.

Visual language is not just mere gestures as Mr. Prickett claimed—there are many things so subtle that Mr. Prickett probably never saw that went along with the language of signs. One example is subtle specific facial expressions that came with the signs that only the skilled visual-orientated deaf can comprehend within a fraction of a second.

Only through Ameslan can the deaf **express freely** the exact emotions and concepts. I taught for the past 12 years, and I can tell you that the intellect has nothing to do with the English language skill. (I have spoken with a bright Greek deaf for three hours at one time using sign language in form of gestures, facial expressions as neither of us knew each other's language.)

Anyway, I very often saw students trying to make replies to my questions by thinking very hard how to say it properly in English, and ended up rather frustrated and not able to say what they truly felt. It is just like a blackboard placed just above the students' heads, and they kept on erasing the board mentally two or three sentences to say it properly. This is so common among students in my classes.

I agree with Lou that something should be done about Ameslan. There should be a center for Ameslan, and that we all be taught this language whether hearing or deaf. English language can be taught in English classes as in any other classes. Education can be acquired much more faster if there is not so much stress on this language. To require students to speak perfect English, read English perfectly and write English perfectly in **all kinds** of classes is just like telling the blacks turn whites, or telling the deaf to turn hearing so that they can live normal lives.

What is wrong with the deaf normal life (which is definitely normal anyway since we cannot change our ears or improve our hearing)? Can't the deaf live a life that is most comfortable to them? The hearing can't play God . . . in

22nd Deaf Prep All-American Basketball Squad

FIRST TEAM

Name and School	Age	Ht.	Wt.	Class	Av. Pts. Per Game	Coach
Steve Blehm, North Dakota	17	6-0	155	So.	47.3	Brenner
Ricky Ballinger, Mt. Airy	18	6-1	170	Jr.	26.3	Antoni
Sheldon Johnson, New Jersey	19	5-11	155	Sr.		Dey
Marty Jones, Mystic	19	6-6	205	Sr.	24.6	Norcross
Ernie Epps, Kentucky	18	6-5	185	Sr.	37.6	Hyden
Pedro Medina, Illinois	18	6-2	205	Sr.	20.1	Moore
Bennie Fuller, Arkansas	18	6-2	185	Sr.	50.9	Nutt
Dave Fitzgerald, St. Mary's	19	5-8	155	Sr.	17.5	Murphy
John Sandoval, Berkeley	18	6-1	180	Sr.	23.0	Harris
Ken Watson, Riverside	18	5-8	140	Sr.	20.1	Bernstein
George Ferreira, Rhode Island	19	5-7	130	Sr.	18.8	Cooney

SECOND TEAM

Jerome Odom, Alabama	18	6-1	160	Jr.	19.2	Deuel
Gary Washington, Colorado	16	6-2	190	So.	18.0	Sisneros
James Ennis, West Virginia	17	6-2	185	Jr.	22.8	Smrz
Rollin Otness, Minnesota	18	6-0	185	Sr.	15.4	Mitchell
Dennis Vance, Nebraska	17	6-2	165	Jr.	22.2	Giordano
Leon Baker, Missouri	17	6-6	185	Jr.	16.3	Christian
Clifford Boyd, South Carolina	18	6-3	150	Sr.	13.7	Ramborger
Gary Wilson, New Jersey	18	6-2	160	Jr.		Dey
Richard Suiter, St. Rita	18	5-9	180	Jr.	18.3	Sweeney
John Burley, Michigan	18	6-2	160	Sr.	19.2	Belsky
John Healey, Beverly (Mass.)	18	6-0	155	Sr.	21.7	Baker

Player-of-the-Year: Bennie Fuller

SPECIAL MENTION to outstanding seniors: Robert Uttley, Mt. Airy; Mike Butterfield (6-1), Riverside; Gary Hohenbery, Illinois; Donald Haring, Indiana; Ray Lehmann (6-0), Iowa; Mike Mason, Georgia; James Tolbert (6-3), Arkansas, and Forrest Hankerson, Florida.

SPECIAL MENTION to outstanding juniors: Ricky Bryant, Georgia; Joe Amell, Horace Mann; John Meehan, Boston; Davis Goodine (he averaged 27.5), Maine; Jerry Ferris (6-1), St. Mary's; Larry Mann, Lexington; Curtis Hudson, Mississippi; Charles Clay (6-1), Texas, and Charles Lamothe, Rhode Island.

SPECIAL MENTION to outstanding sophomores: Frank Tobeck (6-1), Florida; Frank Hunckler (6-2, 190), St. Rita; David Ruberry (6-3), Kansas; Jimmy Turner, Mystic; Ken Landrus, Washington; Tom Marvel, Berkeley; Larry Coleman, Texas, and Bob Reisser (6-1), New Jersey.

SPECIAL MENTION to outstanding freshmen: Mary Myers (6-4, 210), St. Mary's; Terry Thomas, Alabama, and Mark Windham, Alabama.

HONORABLE MENTION to departing seniors: Lawrence Kaje (6-0), Clarke; Jeff Gudaitus, Mystic; Bill Charma (6-0), Rochester; Kim Valli, Austine; Roy Collins, Kansas; Donald Garner (6-0), Florida; Ken Salguiero, Berkeley, and Eddie Dudley (7-0, 280), Riverside.

And **SPECIAL MENTION** to the following players who were ineligible for high school competition, but were permitted to play in tournaments for the deaf . . . Nate Cannon of Rome, Melvin Creamer of West Virginia, Carl Cerniglia of St. Mary's, and Pat Berrigan of St. Mary's.

fact, the hearing should turn the deaf over to God. After all, who are we to decide who is to live right? Who are we to require anyone to live what we think he should because he belonged to a minority group?

One final question: If English language is so important, why in the world is it **so difficult** for the hearing to **allow** the deaf to mingle very easily in the hearing world which they consider is normal?

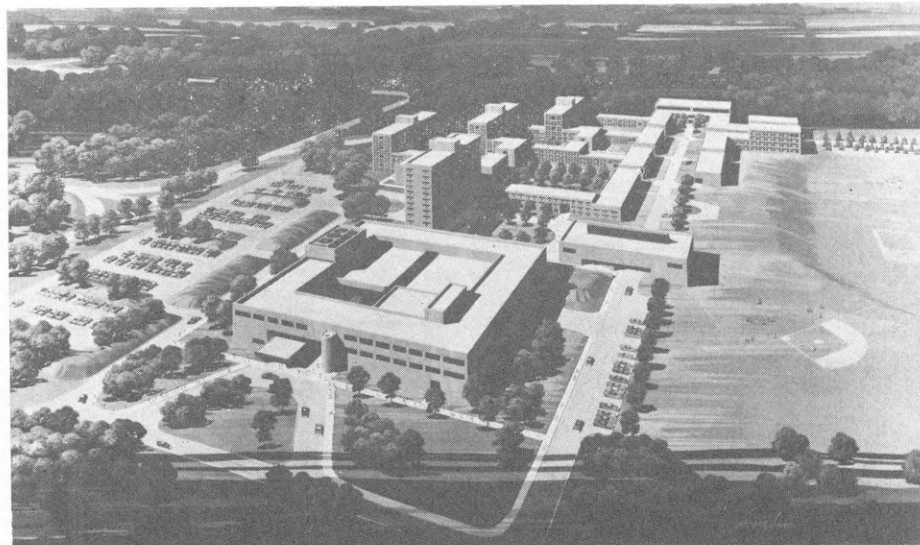
Betty G. Miller
Associate Professor
* * *

Dear Editor:

Having read several reviews of "Deaf Students in Colleges and Universities," I note that each reviewer has a different interpretation of the book! Lawrence Newman (April 1971) is no exception!

Mr. Newman comments on the number of students taking their own notes. He did not mention that the researchers made the study through five different groups. Let's take two groups and see what their statistics signify.

Group C consists of those currently attending regular institutions of higher education with hearing students at the time



NTID'S NEW HOME—An artist's rendering shows the proposed buildings which will house facilities of the National Technical Institute for the Deaf, Rochester, N.Y. Groundbreaking for the three buildings (in the foreground) was on June 4.

of the study. Group D had transferred to Gallaudet College from other institutions of higher education. What did they report? In Table 41, which Mr. Newman reports on, the figures show:

	Group C	Group D
Took their own notes	46%	46%
Classified as hard of hearing	50%	38%
Copied notes	65%	71%
Borrowed notes	75%	67%
Asked someone to take notes for them	41%	21%
Asked to use instructors' notes	16%	12%
Did not take notes, got all they could through lipreading and/or what they could hear	15%	25%

To me, these figures show that the students used every method of getting information they could use to their own benefit. Those who could take their notes probably could use their hearing well enough to understand the lecturers. (46% of Group A, for example, took their own notes, and 50% in that group were classified as hard of hearing.)

No one who was taking extension, eve-

ning school, summer school or correspondence programs at a regular college or university was included. Neither were special programs for the deaf or the hard of hearing at regular colleges or universities such as Riverside (Calif.) City College. The study was concentrated on those who were qualified to attend regular institutions of higher learning.

Mr. Newman mentions the number of

those going from Riverside State School for the Deaf to Gallaudet College and NTID. How many of them were qualified to attend San Fernando Valley State College, where interpreters and notetakers are available for those who attend the regular classes?

It isn't so much the method of communication that is used, but the quality of teaching in secondary schools and the caliber of the students that determine qualification for entrance into regular institutions. I myself went to a public high school which concentrated on preparing its students for college. Despite the excellent teaching, only 50% of my graduating class were able to pass the English Examination Entrance for the University of California in Berkeley.

As to Table 57, which Mr. Newman mentions, only 2% of Group C and none of Group D regarded lipreading not at all helpful. This might appear puzzling at first glance, but I am sure that in answering the questionnaires for the survey, they were thinking as I did of using lipreading in various situations.

Lipreading was essential to me not in class, but in discussions with professors, teaching assistants, librarians and students. I do not know how I could have managed to get through the university without the aid of lipreading.

Mr. Newman makes the mistake of thinking that we lipreaders are supposed to read anybody's lips. Most of us cannot effectively read lips of anyone at a distance. Oftentimes, a lecturer is so clear that I can follow every word he says, but the one who follows him may be impossible to understand. It is when I must turn to some one to repeat what he says.

However, for everyday purposes I can use lipreading, and I am grateful for this tool. It is more important to understand the boss than a college professor, as we deal with him daily!

Arthur B. Simon

2001 Sacramento Street
San Francisco, Calif. 94109

JUNE, 1971



OKLAHOMA SCHOOL DRILL TEAM—These girls representing the Oklahoma School for the Deaf, Sulphur, performed by request at the 1971 Oklahoma Future Homemakers of America convention. They did a three and one-half minute dance routine to "Stars and Stripes." During four performances, March 26 and 27, 48,000 FHA members were in the audiences. The team, from left to right: Back row—Emma Brown, Kathy Mullis, Emma Howard, Carlina Worth, Elizabeth Cross. Front row—Billie Fisher, Mariann Denney, Sheri Mize, Mary Wilkins, Deborah Payne, Donna Mosier.

NATIONAL ASSOCIATION of the DEAF

Robert O. Lankenau, President

George Propp, Secretary-Treasurer

Frederick C. Schreiber, Executive Secy.



N.A.D.

President's Message

Well, we did it—not just your President, your officers, your Executive Board or your Executive Secretary—but each and every one of you who have been looking forward to the day when we could say we have our own Home Office building.

It has become a reality with the purchase of a \$640,000 building in Silver Spring, Maryland, and many of you may wonder how you can be of help now that the big step has been taken.

One of the best ways is to pledge a sum—be it large or small—but a sum that you can afford—and let the Home Office know about it. Official forms will be available soon and these donations are tax deductible.

Don't be led into donating any more than you can really afford. We know each one's circumstances is different. Just because "Joe" or "Smitty" in Hoboken pledged \$1,000 does not mean you have to do the same. If a \$1.00 is truly all you can afford—send it in, we can use it.

Did you ever stop to think that if all of our 17,000 plus members donated \$10.00, we could and would have enough to pay off the second mortgage immediately? Then, if we pledged to pay \$10.00 each for the next four or five years—we would be able to pay off the rest of the money owed on the first mortgage.

This way we wouldn't even need "Joe" and "Smitty" to pay \$1,000 because **everyone** would be sharing the load. Unfortunately, things do not always turn out this way so the \$1,000 donations are often needed to take care of those who do not see fit to help bear the load. Let's hope there are not many of these kind.

In addition, you can "lend" some money and obtain an income of around 6½% on what is loaned. This is much better than most savings and loan companies, banks, etc., and what is better than investing in your own future? State associations, clubs, churches and other groups are urged to consider this carefully and lend as much as they can comfortably manage. A letter to this extent is now getting out to all our Cooperating Member (state) associations. We hope you will respond with enthusiasm.

Let's all pull together and try to have the second mortgage taken care of by the time we move in. This should be in December 1971 because the present lease for the top floor tenants, and whose space is needed for our own operations, is not up until then. Rental income from the lower two floors will, if fully rented or almost so, take care of upkeep and other expenses.

Don't hesitate to ask questions—if you have something on your mind you would like to know about—send them in to the Home Office and the staff will do everything they can to answer them to your satisfaction.

All right folks, where do we go from here? The dream of having our own building is now a real thing but we cannot, actually, say it is ours until it is paid for.

This is where all of you come in—it's yours, bought for you, be proud of it, support it and help burn both of those mortgages within the shortest time possible. How about five years or so?

We can do it if you will do your share! Is this too much to ask? I do not think so.—Lanky.



HOME OFFICE NOTES

By Frederick C. Schreiber

Well, we have gone and done it! By the time you read these notes, the NAD will have accomplished the dream of most deaf Americans by completing the purchase of its own office building at 814 Thayer Avenue, Silver Spring, Maryland 20910. The new office building is just 2¼ short blocks from our present quarters in the heart of Silver Spring, and a most convenient location. At the present time, the building is fully rented and the NAD will not be able to occupy it until December of this year. In the meantime, rent from the building will be used to meet the mortgage and other payments. Current rental income is \$83,000 per year. Mortgage payments are \$40,000 per year and operating expenses come to \$22,000 per year while the second trust, unless depleted, will amount to \$24,000 per year for a total expense of \$86,000 per year or \$3,000 more than the projected income. However, we believe the deaf Americans will respond to our plea to help own a share of America, and such contributions as we are able to collect will be used to reduce the second trust so that once this trust is paid off our annual expenses will be only about \$64,000 per year against a total income of about \$90,000. The faster we are able to pay off the second trust, the faster we will be able to institute expanded operations to be of still greater service to the deaf people in the United States. Contributions to the building fund will be gratefully accepted, are tax deductible, and the contributors will be acknowledged in THE DEAF AMERICAN on a month-to-month basis. We have already received some contributions, even before the purchase of the building was completed. What we need now is a massive campaign to get the second trust out of the way. The Executive Secretary and Mrs. Schreiber have started the ball rolling by pledging the sum of \$1,000 to the building fund. Who will be next? Who will be joining the ranks of those people who were in the front ranks when it came to helping the deaf community realize its long cherished dream of a home of its own? Checks should be made payable to the NAD Building Fund and sent to the Home Office.

It has always been a challenge to show the world at large what deaf people can do when they set their minds to it. This is our greatest challenge in recent years so let's show what we can do.

WE ARE PLEASED TO BE ABLE TO REPORT that things are looking up on all fronts. Insofar as our grant programs are concerned, we have been making steady progress. The Census operations are going well despite the setbacks caused by our failure to get all the money we needed for last year's operation. The Registry of Interpreters for the Deaf will have a new director to replace Mr. Pimentel who has left us to assume the position of Director of Public Service at Gallaudet College, and the Communicative Skills Program has been progressing very satisfactorily. We have sold approximately 7,000 copies of our book, "A Basic Course in Manual Communications," and quite a large number of copies of other books, Fant's, Watson's and Riekehof's, as interest in manual communication remains at a high level. We have also begun to sell Mindel and Vernon's latest masterpiece, "They Grow In Silence," which we believe will become a standard reference book for all people who are involved with deafness, and we are happy to report that the number of schools adopting Total

Communication is growing steadily. Our other grant for the Utilization of Research through the World Congress of the World Federation of the Deaf is progressing nicely. We have submitted our final proposal to the WFD on June 1, 1971, and are confident that we shall win the bid for the 1975 Congress. We are also happy to report that Dr. David Piekoff, who is our designated principal investigator for this project, is progressing nicely on recovering from the stroke that has incapacitated him since February.

We have begun to catch up on many important details that had been neglected for too long because of our inability to keep an office manager. With Mrs. Terry Swegel on the job, we have completed reprinting our pamphlet list, an item that we need very badly. We have also begun to take on more of the printing chores which were formerly done outside our office. Among the annual tasks that had to be completed was our annual inventory. This used to be a simple task but as the Association grew, it now takes all our staff members one full day to do the job. The amount and variety of equipment belonging to the Association is astonishing, and it might interest our members to know that from the two desks and two file cabinets we had in 1964 we now have 22 desks, 23 file cabinets and 13 typewriters, to mention but a few of our acquisitions. Quite a change, is it not?

THE EXECUTIVE SECRETARY reverted to living out of a suitcase in April, going from Miami to Memphis to New York in April, and from San Francisco to New York in May. The Miami trip was in connection with the International Convention of the Council of Exceptional Children, at which meeting there was included a program on manual communication under the direction of Dr. Stephen P. Quigley of the University of Illinois. This was an outstanding program and Dr. Quigley and Dr. Donald Moores of the University of Minnesota gave excellent papers on the subject. We were particularly pleased with Dr. Quigley's remarks and look forward to having them reprinted for our readers in the near future. At this time we also had discussions with the leaders of the Florida Association of the Deaf regarding the 1972 NAD Convention at the Deauville, July 3-9, 1972. Mrs. Celia McNeilly is general chairman for this affair and she will have S. Rozelle McCall, chairman of the 1964 NAD Convention in Washington, D.C., at her beck and call, so we can count on an outstanding meeting next year. In Memphis, the Executive Secretary participated in Operation Tripod which was sponsored by San Fernando State College under the direction of Carl Kirchner and directed at parents of deaf children. It is with great pleasure that I report that of the parents attending this workshop, all but two were able to use total communication and that the program was so well received that plans are being made to establish regional workshops along the same format, to introduce parents to the realities of deafness and the services available for their children, as well as to enlist the aid of these parents in

improving such services according to the needs as they see them. Also to develop better relationships between the parents and the deaf communities of which their children will some day be part.

IN NEW YORK, your Executive Secretary spoke at the 55th anniversary banquet of the Fanwood Alumni Association. This banquet was held at the New York School for the Deaf in White Plains and it was a treat to be back among old friends after so many years (The Executive Secretary is a member of the NYSD Class of 1937.) He spoke on the NAD and the role of the alumni association in furthering the aims of the NAD through support of the school's Junior NAD program. The next night, the Executive Secretary was a guest lecturer for New York University's adult education program at the Union League of the Deaf. He blushes to confess that as timed by his wife he talked for one and one-half hours, which was much too long. He was so carried away with the NAD and what it means to deaf people of the United States.

MINNEAPOLIS CONVENTION PROCEEDS are still "coming." The problem with this item is that the convention committee was unintentionally overcharged by the Leamington Hotel and before the Home Office is in position to distribute the state association share of the convention to its Cooperating Members, the overcharge must be recovered. The Leamington has agreed to refund this money but as this is being written it has not yet been received. As soon as the balance due is received by the Home Office, disbursement will be made to each state association. We regret the delay, but since the overcharge amounts to over a thousand dollars we believe the delay is justified.

BUILDING FUND CONTRIBUTIONS: It should be noted that all contributions to the new Home Office Building will be credited to each donor's advancing membership status. That is, it is the practice in the Home Office to keep track of all money received from individuals and to use the total sum in figuring a person's advancing membership status when and if they are Advancing Members. To refresh our readers' memories, we repeat that sums up to \$100 earn "Advancing Member status"; \$101 to \$250, Contributing Member status; \$251-\$500, Sustaining Member status; \$500-999, Patron; and \$1,000 and over Benefactor. Life Members who become Advancing Members automatically are placed in the contributing membership class while members of the old Century Club automatically become Sustaining Members when starting to pay annual dues. If you are one of these two kinds of members and are now paying annual dues, please check your label to see if you are in the correct category. Note also that the Order of Georges does not come automatically regardless of the class one might be in at the time.

Henry L. Buzzard Preparing DA Subject Index

My observations on the use of THE DEAF AMERICAN, in the library or other places, led me to sense an important thing missing from this magazine, an **index** of subject topics.

Jan Smith, an avid reader of THE DEAF AMERICAN, recalled seeing an article about a deaf man teaching in the hearing university in South Africa. So she looked for it in THE DEAF AMERICAN issues, but, to her surprise, she could not find it. Where? Perhaps she would say to herself, "Maybe I missed it or else I saw it in another publication, perhaps the monthly newspaper of the deaf of the metropolitan New York." She gave up.

In another place, Joe Doe was conducting a research on a certain aspect of deafness so he went to the library, public or university, to look for materials

for his project. After making some notes on his findings, he suddenly remembered THE DEAF AMERICAN. It was not to be found in the library. He inquired of the librarian the reason for the absence of that magazine. She either shrugged, "I don't know why," or explained that the library's policy was to subscribe to any periodical that was listed in the "Guide to Periodical Literature" or had an index of its own. So THE DEAF AMERICAN magazine did not have an index.

Imagine the situation, how leaders of the national or state associations of the deaf feel when they wish for information on local services for the deaf within their area. Would they have time to search for it in the issues of THE DEAF AMERICAN, or give up and find an excuse?

During my 19 years of professional li-

brary service, I have seen so many discouraged or frustrated faces of readers of THE DEAF AMERICAN. I had thought about indexing this magazine, but was there anyone already indexing the same? My visit at the Home Office of the National Association of the Deaf revealed the fact that somebody had made an author and title index to THE DEAF AMERICAN up to its Volume 20 (1967-68). However, there was a greater need for a subject index, so I began the task of indexing the magazine, beginning with Volume 21 (1968-69). I intend to make a subject index for the earlier volumes also. How long will it take me to complete the job? I don't know yet, but I have set the target date—1975 or in the month of the last issue of Volume 25 of THE DEAF AMERICAN.

My qualifications for this task, you may want to know, should be borne first by my keen interest for quick reference work on THE DEAF AMERICAN, my



Henry L. Buzzard, librarian at the New York School for the Deaf, White Plains, is compiling a subject index for THE DEAF AMERICAN.

congenital deafness and my educational background, beginning at the Central Institute for the Deaf, St. Louis, and ending with my M.S. degree in library science from the University of Illinois. My professional library service began at Gallaudet College and is at present available at the New York School for the Deaf, White Plains.

The INDEX to THE DEAF AMERICAN has been prepared with some objectives in mind. They are as follows:

1. To assist the personnel of the National Association of the Deaf and state associations of the deaf for quick reference on the problems of deafness and activities in the field of deafness.

2. To help those interested in the problems of deaf people. THE DEAF AMERICAN is a wealth of information on deafness in the eye of the deaf themselves. The professional literature on similar problems has been written by hearing people who merely see the outer skin of these problems. Hence, THE DEAF AMERICAN must be circulated in colleges and universities and in research or medical centers dealing with deafness.

3. To enable the ordinary deaf readers to locate desired articles in THE DEAF AMERICAN quickly.

4. To make the indexing work easier for the future indexers of THE DEAF AMERICAN. I won't live for a hundred years!—HLB.

National Association Of The Deaf New Members

Center for Communications Research, Inc., New York.

Mr. and Mrs. Harry Katz, Ohio.

Mr. and Mrs. Edward Morrow, Pennsylvania.

Dr. Bert O. Miller, Arkansas.

K. A. Flavin, Virginia.

Raymond Koberowski, Virginia.

R. Sams Smith, Virginia.

Contributions to Building Fund

Harmon Menkis, \$5.00.

Mrs. Samuel Ettinger, \$100.00.

Robert De Venny, \$100.00.

NATIONAL ASSOCIATION OF THE DEAF

Affiliated Member Organizations

Talladega Club of the Deaf	Alabama
Phoenix Association of the Deaf, Inc.	Arizona
Silent Athletic Club of Denver	Colorado
Connecticut Association of the Deaf	Connecticut
Hartford Club of the Deaf, Inc.	Connecticut
Block G. Lettermen's Club	District of Columbia
Capital City Association of the Deaf	District of Columbia
Southtown Club of the Deaf	Illinois
Cedarloo Club of the Deaf	Iowa
Deaf and Hard of Hearing Counseling Service, Inc.	Kansas
Wichita Association of the Deaf	Kansas
Quincy Deaf Club, Inc.	Massachusetts
Michigan Association for Better Hearing	Michigan
Flint Association of the Deaf, Inc.	Michigan
Motor City Association of the Deaf	Michigan
Gulf Coast Silent Club	Mississippi
Roundtable Representatives of Community Center	Missouri
Great Falls Public Library	Montana
Lincoln Silent Club	Nebraska
Omaha Club of the Deaf	Nebraska
Delaware Valley Club of the Deaf	New Jersey
Rip Van Winkle Club of the Deaf	New York
Staten Island Club of Deaf	New York
Rochester Recreation Club for the Deaf, Inc.	New York
New York Society for the Deaf	New York
Union League of the Deaf, Inc.	New York
Cleveland Association of the Deaf	Ohio
Toledo Deaf Club	Ohio
Puget Sound Association of Deaf	Oregon
Beaver Valley Association of the Deaf	Pennsylvania
Pittsburgh Association of the Deaf	Pennsylvania
Reading Association of the Deaf	Pennsylvania
York Association of the Deaf	Pennsylvania
Providence Club for the Deaf	Rhode Island
Rhode Island Association of the Deaf	Rhode Island
Greater Greenville Silents Club	South Carolina
Bill Rice Ranch	Tennessee
Houston Association of the Deaf	Texas
Austin Club for the Deaf	Texas
Richmond Club of the Deaf	Virginia
Madison Association of the Deaf	Wisconsin
Vancouver Association of the Deaf	Canada

Affiliation dues for organizations other than state associations are \$10.00 or more per year. Send remittances to the NAD Home Office.

Robert G. Sanderson Recipient Of Cloud Leadership Award

Robert G. Sanderson of Roy, Utah, a member of the Executive Board of the National Association of the Deaf and immediate past president, has been named recipient of the fourth Dan Cloud Memorial Leadership Award given by San Fernando Valley State College. The award, established in 1967, perpetuates the memory of the late Dr. Dan Cloud and honors an outstanding leader in the area of the deaf.

Previous awards have gone to Dr. Boyce R. Williams, Dr. Marshall Hester and Dr. Edgar Lowell.

Mr. Sanderson, the 1971 honoree, is supervisor of services for the deaf in the state of Utah and one of the Board of Fellows of Gallaudet College. He was a member of San Fernando Valley's 1965 Leadership Training Program class.

NATIONAL ASSOCIATION OF THE DEAF
Consolidated Monthly Financial Report
April 1971

Income	
National Association of the Deaf	
Affiliation	\$ 30.00
Captioned Films	2,579.60
Contributions	426.00
Dividends	127.50
Indirect costs for grants	6,535.35
Inventory	25.00
Membership dues	1,261.00
Publications	
"Basic Course in Communications"	\$4,997.77
Fant	639.99
Riekehof	183.15
Watson	357.20
"Dictionary of Idioms"	250.70
Others	894.20
Total	7,323.01
Quota payments (state associations)	4,177.50
Reimbursements	4,010.72
Services rendered	800.83
Jr. NAD	1,200.00
Interest	48.55
Refund	11.59
Adult Education Program	360.00
Re-deposit	13.50
Total	\$28,504.15
Deaf American	
Advertising	\$ 77.56
Bound volumes	6.00
Deaf American subscriptions	1,388.14
NAD subscriptions	416.00
Single copies	73.00
Total	\$ 1,960.70
Grants	
Total	\$13,982.00

Expenses	
National Association of the Deaf	
Advertising	\$ 56.25
Captioned Films	255.75
Convention expenses	1,053.00
Deaf American (membership)	416.00
Executive Secretary's expenses	81.75
Executive Secretary's salary	1,538.00
Dues and subscriptions	24.00

F.I.C.A.	170.22
Freight	26.20
Insurance	42.77
Miscellaneous	145.46
Payroll	1,827.20
Per diem	18.40
Postage	291.98
Professional services	300.00
Publications	16.58
Rent	1,475.00
Repair and maintenance	15.00
Services rendered	1,587.44
Supplies	3,067.52
Telephone	130.91
Travel	693.10
Refund	13.78
President's expenses	50.00
Secretary-Treasurer's expenses	50.00
Total	\$13,346.31

Deaf American	
F.I.C.A.	\$ 15.60
Freight	8.65
Payroll	335.00
Postage	
Home Office	\$ 38.85
Total	38.85
Printing	1,679.59
Rent	10.00
Supplies	6.37
Telephone	5.26
Travel	4.80
Professional service	12.50
Total	\$ 2,116.62

Registry of Interpreters for the Deaf	
Personnel	
F.I.C.A.	\$ 146.92
Insurance	55.61
Salaries	\$2,588.54
Total	3,028.03
Postage	54.13
Printing	72.00
Telephone	92.52
Travel	84.38
Indirect costs	1,412.75
Per diem	25.00
Professional service	5.00
Total	\$ 4,773.81

Communicative Skills Program	
Personnel	
Salaries	\$2,588.54

F.I.C.A.	134.62
Benefits	22.20
Total	\$2,745.36
Professional services	
Teachers	4,450.00
Consultants	20.00
Total	4,470.00
Travel	
Director	700.00
Total	700.00
Per diem	
Director	143.75
Total	143.75
Other	
Supplies	48.85
Comm./Shipping	157.10
Administrative costs	800.00
Total	1,005.95
Indirect costs	661.21
Total Expenses	\$ 9,726.27

National Census of the Deaf	
Employee benefits	
Insurance	\$ 58.07
F.I.C.A.	293.16
Total	\$ 351.23
Payroll	4,938.50
Postage	133.64
Professional services	
Consultants	65,000.00
Data processing	1,700.09
Total	66,700.09
Telephone	111.00
Indirect costs	2,469.25
Total	\$74,703.71

World Federation of the Deaf	
Payroll	\$ 929.24
F.I.C.A.	40.00
Printing	3.37
Postage	1.38
Insurance	10.09
Indirect costs	464.62
Total	\$1,448.70

Summer Sign Institute	
Travel	\$ 60.00
Per diem	210.50
Postage	20.40
Printing	123.20
Indirect costs	727.50
Total	\$1,341.60
Grants Total	\$91,994.09



Junior National Association of the Deaf

Promoting the Tomorrow of All the Deaf Youth by Working With the Deaf Youth of Today.

Kenneth V. Shaffer, JDA Executive Editor, 3320 Laurel Court, Falls Church, Va. 22042

Gallaudet SBG President Moderates Panel Discussion

By John Wayne Smith, '75

North Carolina School for the Deaf
The annual meeting of the President's Committee on Employment of the Handicapped was held April 15-16, 1971, at the Washington Hilton Hotel, Washington, D.C. On the special program, acting as moderator, was 26-year-old John Levesque, a junior and president of the Student Body Government at Gallaudet College. For the benefit of those in the audience not familiar with the deaf, Mr. Levesque used the simultaneous method of speech, fingerspelling and signs, while a hearing interpreter was at his side for the purpose of communicating to him questions he could not hear or lipread.

The panel topic was "Do It, Do It, Do It," with a program of three 30-minute periods of lecture-discussion covering the following subtopics: "Community Involvement," "Promotional Involvement" and "Camp Involvement," all emphasizing the role of handicapped youth therein. Heavy emphasis was placed on audience participation in which the majority were expected to be young people and those directly or indirectly involved with the handicapped youth of America in a wide variety of professional capacities.

A native of Springfield, Massachusetts, Mr. Levesque received his secondary education at the Clarke School for the Deaf in Northampton, Massachusetts, and attended the state's Worcester and Holyoke Junior College prior to coming to Gallaudet College. He is a sociology major with a minor in the area of psychology and his ultimate goal is a career in law, an untried and highly challenging field for a deaf person. Meeting and mastering challenges is a typical Levesque trademark. This outstanding trait has accounted for his success in whatever he has undertaken, regardless of the size of the task—the trait that every handicapped young American is being encouraged to develop and utilize through the programs of the President's Committee group.

Mr. Levesque is a popular campus figure with a great capacity. He has held a long list of student positions, including membership on the Advisory Board to the President of Gallaudet College, the Faculty-Student Committee, the Faculty Senate and the college's Athletic Affairs Committee, to mention just a few.

Kentucky Jr. NAD Receives Gift

The Jr. NADers of the Kentucky School for the Deaf, Danville, were recently pleasantly surprised to receive a check in the amount of \$359.45 from the Kentucky Association of the Deaf, a group that is known to be solidly behind the school's Jr. NAD chapter.

It was decided to set up a camp fund with the money and the chapter members voted to deposit the money in a savings account at a local bank. They have hopes of sending two campers to Pengilly, Minnesota, this summer.

During the basketball season, the Kentucky Jr. NADers set up a coat and hat check room in Rogers Hall for spectators at home games. Ten cents was charged for each item checked. Proceeds went to the fund which was set up to help send delegates to the Eastern Deaf Youth Conference in April at the Governor Baxter State School for the Deaf in Portland, Maine, and possibly to the Jr. NAD camp in Pengilly.

Head advisor of the chapter is Miss Virginia Ward, a deaf 20-year veteran of the Kentucky School staff.

Gallaudet CNAD Plans Testimonial Dinner For Tom Clayton

As this is being written, members of the Gallaudet Collegiate NAD, headed by Paula Ammons, are finalizing arrangements for a testimonial dinner in honor of Thompson B. Clayton, dean of men at Gallaudet, who has chosen to retire at the close of the 1970-71 academic year after 19 years of dedicated service.

Scene of the dinner will be The Monocle Restaurant, not far from Kendall Green, the evening of May 5. Incorporated into the program will be remarks of memorable days under Coach Clayton's mentorship from several of his former athletes, friends and associates.

A wrestling expert, author of two books on the subject and marvelously trim for his 66 years, Mr. Clayton served as wrestling coach and as football coach for a time, until he became dean of men nine years ago following the untimely death of Walter Krug.

Mr. Clayton's present plans call for moving to Maine where he and his wife can be near their married daughters and seven grandchildren. Already noted for his artistic abilities through his book illustrations, Mr. Clayton will probably be found devoting some time to utilizing this talent.

MSSD And North Dakota Newest JNAD Chapters

Newest Junior NAD chapters this year are the Model Secondary School for the Deaf on the Gallaudet College campus, Washington, D.C., and the North Dakota School for the Deaf, Devils Lake.

Adult advisors of the MSSD chapter are Don G. Pettingill and Mrs. Sarah Val, with Gallaudet students (CNAD) Melinda Chapel, Indiana, and Douglas Ray Kennedy, South Carolina, serving as student advisors. Current major project of the MSSD: compiling, editing and printing the Summer 1971 edition of the JUNIOR DEAF AMERICAN.

North Dakota advisors are Dwight Rafferty and Angela Petrone, the latter a 1970 Gallaudet graduate who was actively involved with the Jr. NAD throughout her years at Gallaudet.

With the number of chapters standing at 63, the Junior NAD is definitely on the upswing.

More Jr. NAD involvement: 1973 Western Deaf Youth Conference at the Minnesota School for the Deaf and 1973 Eastern Deaf Youth Conference at the Maryland School for the Deaf.

World Book Publishers Award Three Camperships

Field Enterprises Educational Corporation, Chicago, Illinois, publishers of the World Book Encyclopedia and other related publications, has notified Director Frank Turk that \$900 for three scholarships to the Junior NAD camp will be awarded annually by the corporation.

In his letter to Mr. Turk, William H. Nault, executive vice president and editorial director, praised the Deaf Youth Development Camp program at Swan Lake Lodge and emphasized mutual comprehension of the need for motivation "of deaf Americans to become contributing members of our society."

Deaf Dancer Inspires Visiting Student

For the past three years a group of students enrolled in an Education class at Madison West High School, Madison, Wisconsin, has visited the Wisconsin School for the Deaf, Delavan, as a part of their course study. They bring sack lunches with them and after their lunch members of the Jr. NAD present a short entertainment program for them.

This year two of the members, Patty Kuglitsch and Lorna Olsen, gave interpre-



Workshop Chairman Gerriane Born, right, proclaims the official opening of the Western Deaf Youth Citizenship Workshop, hosted by the Washington State School for the Deaf and its Junior National Association of the Deaf chapter. Interpreting orally is Carol Marugg.

tive dances of the poem "They Say I'm Deaf" and the song "Born Free." That night one of the girls from Madison was inspired to write the following poem.

THE DANCER

What was it that
touched me?
The look of joy on her face,
the life and freedom in
her movements,
the pleasure with which
she danced?
I could tell she understood the poem,
although she could not hear the words.
She believed what the poem said;
Even though I am deaf,
I can hear.
And she challenged me,
without knowing it.
She demanded that I try
to learn her secret.
I accept the challenge
Kathy Ewanowski
Madison West High School
Madison, Wisconsin
March 25, 1971



WORKSHOP PARTICIPANTS—Twenty schools from 13 states and Canada sent representatives to the Western Deaf Youth Citizenship Workshop held at the Washington State School for the Deaf, Vancouver, in April.



HOST CHAPTER—Members of the Washington State Chapter of the Jr. NAD pose behind the "Welcome" sign they made for the workshop held in Vancouver.

Faribault Mayor Proclaims Junior NAD Week

Mayor Clarence Miller, in an unprecedented act of goodwill, proclaimed the week of April 18-24 as Junior National Association of the Deaf Week in the city of Faribault, Minnesota. A number of special events were planned for the week, including a banquet and a play on the evening of April 23.

Present at the proclamation signing in the mayor's office were the officers of the Minnesota Chapter of the Jr. NAD,

accompanied by Mr. and Mrs. Mel Carter, innovative, youth-oriented advisors of the group. Marvin Evink is chapter president.

An article was written by the Minnesota chapter members themselves for the purpose of explaining to the public the basic nature and background of the Jr. NAD and printed in an edition of the Faribault Daily News.

National Fraternal Society Of The Deaf Looking Ahead

It has been 70 years since the National Fraternal Society of the Deaf was founded and with its 21st Quadrennial Convention scheduled to be held July 18-24, 1971, at the Sherman House in Chicago, the phrase popularized by the Virginia Slims commercial and Women's Liberation Movements—"You've Come a Long Way, Baby"—seems particularly appropriate.

Oldtimers and historians will note that the number of delegates who will attend this year's convention will be greater than the total turnout at the first convention. They will also note that the amount of money expended on the 1971 convention will be far in excess of the total assets of the NFSD during its early years. THAT is coming a long way but it doesn't tell the story of how the NFSD has achieved its prominence among the deaf.

There were many factors, conditions and persons involved in the steady growth of "The Frat." Isolating each of these, however, points out that it was the conventions of the Society that served as the catalysts. Conventions are generally looked upon as "a good time for all," and certainly they are, but behind the facade of glitter that fronts such gatherings is the process of hammering out plans for the future. In this, the NFSD has succeeded admirably.

Meeting but once every four years has allowed the convention body of the NFSD to gain a proper perspective which is conducive to presenting and formulating well-prepared proposals. Each and every delegate, together with the officers, re-

alizes that all issues must be deliberated carefully—after all who wants to live with a mistake for four years? With this realization firmly implanted in the minds of all, dubious and spurious issues are soon weeded out and proposals with merit are freely discussed. Typical resolutions of past conventions bear this out: In 1955, women were admitted to full-fledged membership; in 1959, cash dividends were issued; in 1963, hearing impaired children were granted insurance benefits and in 1967, hearing children of members were also granted insurance benefits. The 1967 convention also approved plans to train qualified agents to sell insurance and tell the NFSD story.

The 1971 convention promises a continuation of the sound thinking of previous conventions with a considerable number of law changes and recommendations to be proposed. To ascertain a thorough digestion of these proposals; however, this year's convention will have a new feature—a "Frat Rap." The idea of this "Frat Rap" will be to get the opinions of all the membership and others who are not now members in order to perhaps pinpoint areas of crucial need. This will be an open discussion which will give the average person who has as much at stake in the Society as anyone else a chance really to participate. This is an enlightening development which may serve to start a trend, a worthwhile one.

Approaching its 70th birthday, the NSFD can stand proud with the knowledge that it has done its job well. All indications point to continued successes.

Junior NAD To Send Delegates To 1972 NAD Convention

The National Association of the Deaf during its 1970 convention in Minnesota voted to allow two Representatives at its upcoming 1972 convention in Miami Beach, Fla., for Junior NAD members presently enrolled in day or residential schools for the deaf—with full privileges. Earnest plans are already underway for school chapters to groom their outstanding students for this once-in-a-lifetime opportunity.

Prerequisites for the Representatives are: (1) Junior NAD membership for at least two years; (2) attendance at the Deaf Youth Development Camp; (3) enrollment as a junior or senior at school during the fall of 1972 (the students must return to school in the fall of 1972); (4) letter of recommendation from the school superintendent.

Junior NAD delegates will be selected sometime in March 1972 by a screening committee headed by Mrs. Gertrude Elkins, advisor of the North Carolina School for the Deaf, Morganton, Jr. NAD chapter. Nominations, along with a personal resume and letters of recommendation, should be sent directly to Mrs. Elkins. Other screening committee members include four advisors, four seniors in schools for the deaf who are ineligible for the positions and four national Junior NAD officers.

Archie Stack Superintendent Of Washington State School

Effective April 1, Archie Stack became superintendent of the Washington State School for the Deaf, Vancouver, after having served as acting superintendent since August 1970. Mr. Stack has been associated with the Washington State School for the past 20 years. He began as a teacher in 1951 and moved up to principal in 1962.

A native of St. Louis, Mr. Stack graduated from the Missouri School for the Deaf. He is also an alumnus of Gallaudet College.

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Definitions Of Methodology In Education Of The Deaf

Since there seems to be some confusion on the meaning of certain terms being used (and misused) in education of the deaf today, the following definitions should be of interest:

ORAL METHOD: Refers to the use of speech, speechreading, hearing aids and the usual blackboard writing.

COMBINED METHOD: Refers to the use of speech, speechreading, hearing aids, fingerspelling and blackboard writing. (Also known as the Rochester Method, with some minor variations.)

SIMULTANEOUS METHOD: Refers to the use of speech, speechreading, hearing aids, fingerspelling, the language of signs and blackboard writing.

The **methods** are the means of communication between students and teachers, and the child and the parents.

COMBINED SYSTEM: Refers to the residential school, usually, that has an oral preschool oral primary department and a simultaneous advanced or high school department, i.e., a combination of both oral and simultaneous methods within the same school. Most state residential schools for the deaf have had the combined system, with some variations, until recently.¹

TOTAL COMMUNICATION CONCEPT: This is the name given to that system that has been known to exist and to have been producing remarkable results for many years, but only recently has been formally recognized by a number of schools.² This formal recognition has been accorded on the principle that professional direction and guidance should be given to develop and refine a successful educational system.

Elements of the total communication system include:

Manual English: (signs and fingerspelling in proper grammatical form and proper English syntax) along with speech used by all people within the environment of the child—parents, brothers and sisters, teachers, houseparents and supervisors—with constant monitoring and correction. The principle here is that the important people in the child's environment (and not merely in the classroom) are able to give him meaningful help if they understand his attempts to communicate. For example, if the child signs, "Bird, I see!" the adult immediately responds, "Where? O yes, that is a lovely bird. You have sharp eyes. The right way to say it is, 'I see a bird.'" The adult asks the child to repeat it and the lesson is over. This is more effective than an angry response from an adult, "Don't use signs, they are nasty, they are for dumb people who can't talk," or a long, painful lesson in speechreading and speech, the meaning of which is not immediately clear to the child. It is vital that the child **immediately understands everything**.³ If he understands, then the stage is set for the introduction of professional guidance, in:

Speech training: A tremendous research effort has been made in speech training by numerous universities.⁴ A well-trained,

speech-teaching **team** must be a part of the total communication concept. Such teachers must have friendly, understanding personalities, and be able to communicate with manual English so that they can explain and explain, and encourage. At all cost negative techniques should be avoided; a teacher who punishes a child for gesturing during a "speech class" will set up resistance toward speech that will last for a lifetime.

Educational audiologists: Such personnel should be available to be checking frequently on the performance of hearing aids, ear molds, battery life, and to be sure that the child is learning to use the aid effectively. Such an audiologist should know what music and speech sounds like to children with different types of hearing loss, so that a child will not be asked to do the impossible. Many children develop resistance to hearing aids because of low tolerance levels, discomfort with improperly-fitted earmolds or simple inability to profit by the use of an aid.

The philosophy behind the total communication concept is the fact that it has been observed countless times that deaf children of deaf parents have developed better language and communication skills than deaf children of hearing parents, and the most obvious factor has been the constant communication in the home. It has been equally obvious that many deaf parents of low educational achievement have proved to be better teachers at home than professionals in preschool programs! Since the education level of the teachers does not appear to be the important factor, it can only be the **communication** factor that makes the deaf parent a superior teacher.

Total communication, then, means the use of every method of instruction known to educators, by all of the important people in a child's environment. It is accepted that children learn more out of than in a classroom.

It is also accepted that a tremendous effort must be made by parents—an effort that is significantly greater than that which is made for the hearing child. If the parent fails in this, then the school, the teacher or the system, whether it be "oral" or "total" cannot be entirely at fault.—Robert G. Sanderson.

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- 4 Adler, Edna, Editor. **Research Trends in Deafness, State of the Art.** Publication of the Department of Health, Education and Welfare, SRS, 1970.

H. Schreiber Granted Membership In Society Of Travel Agents

Herb Schreiber of Los Angeles, owner of the travel firm HERBTOURS, has been granted membership in the American Society of Travel Agents, the first deaf person thus recognized. He has organized tours for the deaf since 1965 and is directing one to Europe this summer under National Association of the Deaf sponsorship.

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Letter to the Editor

Mr. Fant Replies To Mr. Prickett

Dear Editor:

I wish to respond to Mr. Hugh T. Prickett's letter printed in your March 1971 issue in which he takes issue with my article "Enough of Imitations."

He asserts that my attitude will serve only to strengthen the pure oralist position and hamper the progress being made with total communication.

I am not certain what he means, so I shall assume he means the pure oralists will say, "There, you see, Ameslan is not English. Indeed it distorts English. It prevents the deaf child from mastering English." Well, they've been saying this for nearly two centuries now and have refused to recognize the fallacy of their own position. My attitude is not new, but it, too, has existed for years, at least among deaf people. I am not voicing a new, radical attitude, but trying to put into focus one that has been with us all along.

The pure oralists, or as I prefer to call them, the restrictivists (since they restrict children to one or several media of communication, as opposed to those who support total communication) are both right and wrong. Ameslan is not English. We must admit this. To deny it is absurd. The restrictivists are wrong, however, in asserting that Ameslan impedes the development of English. We need only to look at deaf children of deaf parents who learned Ameslan first to see proof of the error. Dr. Hilde Schlesinger of the Langley Porter Institute in San Francisco and her colleagues have amply demonstrated the superiority of these children over deaf children of hearing parents in practically every area of behavior, including reading English. From our own experience, we could further document this fact.

The restrictivists aren't swayed by such findings as Dr. Schlesinger's, which are objective, empirically arrived at evidence. Why should we, who believe in total communication, be intimidated by what the restrictivists are going to think about us?

I am disturbed at the manner in which Mr. Prickett refers to total communication. He is already writing it with capitals "Total Communication" as if it were a method. I suggest he read carefully the article that appeared in the same issue as mine, entitled "Total Communication at Maryland School for the Deaf." Quoting from it: "Total communication is the right of every deaf child to learn to use all forms of communication so that he may have the full opportunity to develop language competence at the earliest possible age." (p. 5) It is precisely that, a **right** to exposure, to learn, to use. It is not a method of teaching, not even a medium of communication. It is a right to which all are entitled. As it is further explained in Miss Kent's

article, it is clear that total communication is more a process, a succession of events, a development in which all media of communication will play a part.

I am also puzzled at how one can advocate total communication, then turn right around and exclude Ameslan. How then can the approach be **total** if one of the most used media of communication is forbidden? I fear too many educators of deaf children are taking Mr. Prickett's position. Each month we receive news that another school has decided to switch over to total communication. I cannot but wonder if there isn't developing a get-on-the-bandwagon rush. Haste to join the ranks without careful consideration of the implications results in such contradictions as saying, "We believe **all** methods of communication should be used except sign language because it isn't English." If one really means what one says when one espouses the total approach, then one cannot exclude **any** method. Is the profession ready for that kind of wholesale endorsement? I would like to believe it is, but I am not confident that such is the case.

Mr. Prickett reminds us that, "A language is useful only so long as it serves the needs of the people using it. We must alter the language of signs . . . to make it more serviceable to the needs of the deaf in the United States." This is another example of the patronizing attitude that we hearing people have too often taken towards deaf people. Who says Ameslan no longer serves the needs of deaf people? I hear only a few deaf people saying it. Who decides what the needs of deaf people are? Rarely is it deaf people themselves. Ameslan serves the needs of deaf people admirably. With it, they fulfill their personal, social, religious, recreational and educational needs with great satisfaction to them. The fact that Ameslan is un-English poses no problem as far as its usefulness in meeting their needs is concerned. I suspect the problem is that we hearing folk do not perceive deaf folk's needs the same way they do, which is really what my article was driving at.

Mr. Prickett says deaf people "... must accept English . . . as their language . . ." because the hearing folk have. I do not know any deaf people who have not done this already. They appreciate the importance of English, and make super-human efforts to learn it. But that does not mean they must abandon their language of signs. The Pennsylvania Dutch haven't, nor have the Chicanos, the Chinese and all the other nationalities that settled this country. They are no less American because they insist on preserving their former language. They accept English as the official language and learn it, but not at the sacrifice of their other languages. Why are deaf people put down for wanting to preserve their language?

The variety of languages and cultures have made the United States a fascinating country. Each nationality that immigrated to this country has contributed its own peculiar spice to the broth. Deaf

people, with their language, have a similar contribution to make. I do not know if the literacy of our nation would be raised considerably if all of us knew and spoke only English, but I do know it would be much duller than I personally would like.

I have already noted Mr. Prickett's view of what total communication is, yet I cannot pass by his comment that "... one of the basic concepts in Total Communication (is) to give the deaf a chance to see English as it is spoken in America." How total is Total, if it adheres to only one approach? I found some humor in Mr. Prickett's statement when I paused to consider the variety of English one hears spoken in the United States. Which shall it be that we will present to deaf children: the New England, New York (East Side, Bronx or Brooklyn?), the Southern, the Western, etc.? I suspect he meant the "standard American English" that radio and TV announcers strive so to achieve and which is as bland as unsalted grits.

"If one applies Mr. Fant's solution for the deaf child (teach parents Ameslan) it follows that the simple solution for the Chicano child would be to teach all Chicano parents English." Absolutely! The simple solution is precisely that if the obliteration of Spanish is your aim. That, however, is not my aim. Use Spanish in the classroom to teach English. Discard the hope that the Chicano child will be weaned away from Spanish, and adopt the goal that he will be proficient in both languages. I believe the comparison to deaf children is valid.

I assume Mr. Prickett advocates teaching Siglish (signed English) to hearing parents of deaf children in order to provide the children with a foundation upon which we can build English when they come to school. I have no objections, I just think it makes more sense to teach Ameslan. Not only will Ameslan provide a substantial foundation (as deaf children of deaf parents have amply demonstrated), but also it will enable the parents to appreciate and, if they wish, participate in the culture of deaf people.

Mr. Prickett's remark, "Ameslan is not a 'natural language' for the deaf any more than English is a 'natural' language for all hearing persons," implies that I said they were. I do not know what a "natural" language is. I know only that it is nature's way, if that be "natural," that the human being acquires language, and all things being equal, it is the language of his environment. Unfortunately, the deaf child does not have this equal chance, so it is natural for him to point and mime, as Mr. Prickett says. But the pointing, gesturing, miming, etc., do not constitute a language natural or otherwise.

In the next paragraph, Mr. Prickett asks why cannot we "... combine the true 'natural' language of the deaf . . . with the English language in a compromise which has the advantages of both and the disadvantages of neither?" Perhaps we can, but the prospects look gloomy. The re-

strictivists (pure oralists) claimed that if the deaf child saw only English on the lips, he would develop better English than the deaf child who used signs. We all know how well that claim stood up. The advocates of the Rochester Method made the same claim, but the results were only slightly better than those of the exclusivists. Perhaps we will have better results with Siglish, but I am not sanguine about it.

Mr. Prickett's Siglish, or the SEE signs (Seeing Essential English) would undoubtedly improve the English of deaf children beyond what they accomplish in a restrictivist system. But I have serious reservations that any visual system can be equivalent to an aural system. The premise upon which Siglish and SEE are based is that if English can be presented to deaf children in a clear, unambiguous, visual system with numerous repetitions, then deaf children will acquire grammatically proper English. The hitch comes in those two words **numerous repetitions**. Most languages of the world were meant to be spoken and heard. The ear is basically a neural organ which can accommodate the temporal quality of spoken language. The eye is neural, to be sure, but it is also a muscular organ and ill equipped to perceive the temporal quality of spoken language. The eye tires, the ear never does (though we may weary of listening, it isn't because our ears are tired). In short, vision and hearing cannot be equated, for they are separate sense modalities, the one being primarily spatial, the other temporal. Try as we might, the eye can never absorb the same amount of information as the ear, no matter how often the information is repeated.

I repeat that I believe Ameslan, Siglish, fingerspelling, SEE, etc., can raise significantly the level of English fluency which now comes out of the restrictivist systems. Therefore, I support and encourage their uses. I do not, however, expect any of them to perform that miracle sought since the first book on it was written: grammatically fluent English from all deaf children.

Total immersion of the deaf child from birth in Siglish will not, as Mr. Prickett suggests, make Ameslan an anachronism. Nevertheless, I do not oppose such immersion. It is rather that I do not see the need to be so extreme. "If used properly . . ." Mr. Prickett cautions. I echo his caution and add that Ameslan "if used properly" can make as significant an improvement in English fluency as Siglish or any of the others.

Mr. Prickett claims that Siglish is superior to Ameslan because, "One may express subtleties, abstractions and variations of meaning which are impossible to express in Ameslan." I have yet to find a subtlety in English that cannot be expressed in Ameslan (often better). Perhaps I just haven't lived long enough. My experiences with the National Theatre of the Deaf and with hearing acting companies has taught me how superbly subtle the signs are. The marvelous shades of

meaning conveyed through hand, face and body are endless. As for abstractions, Dr. Hans Furth has demonstrated that high order abstract thinking is performed by deaf children without the use of language at all. If Ameslan cannot express a particular abstraction, it's usually because the abstraction is foreign to the experience of the deaf person and, therefore, no sign exists for it. That is easy enough to remedy.

I am charged with being a defeatist. Naturally, I deny it and say rather that I am a realist, and Mr. Prickett is an idealist. I am, though, as any who know me can affirm, an optimistic realist. I know we can do better than we are doing. I am hopeful we will. I support total communication, including Siglish, and can only hope Mr. Prickett and others will likewise support total communication which would include Ameslan. I believe in diversity. Why must we insist on uniformity, which is deadening to experimentation and innovation? No one knows for certain what to do. We must encourage exploration. Mr. Prickett, however, wants to limit that exploration.

Mr. Prickett says deaf people are

ashamed of their ignorance of English. Why? Not because the hearing world has made them that way, but rather because we, their teachers, have done this. By our attitude, we have let the deaf child know that we do not believe he can live successfully in this world unless his English is pure. Mr. Prickett implies in his closing paragraph that the deaf child cannot take "... his rightful place alongside his hearing brother, as an equal partner," if he doesn't master English. I say there are more important things to learn than just English. I do not think it a noble aim to make deaf children stand beside their hearing brothers, trying desperately to imitate them. Why cannot we envision the deaf person as unique, having qualities we can magnify that will make him proud of what he can do, not just proud of how well he can imitate hearing people? Ameslan is one of those unique possessions of deaf people. Suppress it and you only succeed in convincing them that they are inferior.

Louie J. Fant, Jr.

San Fernando Valley State College
Northridge, Calif.

Dr. Stokoe To Head Gallaudet Linguistic Research Laboratory

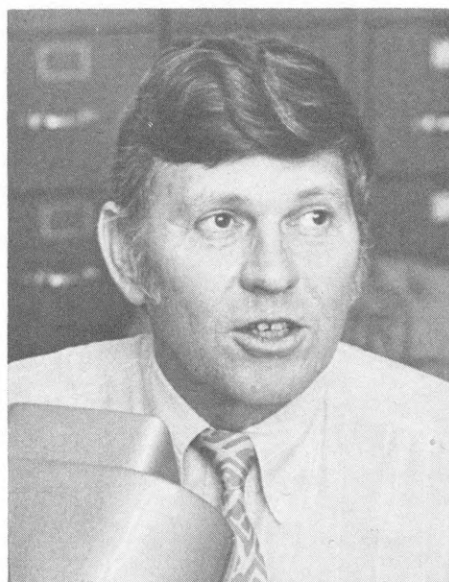
Dr. William C. Stokoe, Jr., will become director of the Gallaudet College Linguistic Laboratory on a full-time basis, beginning July 1. Dr. Stokoe, who has conducted linguistic research at Gallaudet since 1957 while serving as chairman of the Department of English, will relinquish that post at the end of the 1970-71 academic year. He also was named director of the laboratory in 1957.

Author of several books on the language of signs and English language learning, he will direct a broad program of research on these languages, central concerns to students and teachers at the world's only liberal arts college for the deaf. The American Council of Learned Societies, the National Science Foundation, the U.S. Office of Education and the Center for Applied Linguistics have supported Dr. Stokoe's research, which has helped the American language of signs gain recognition as one of the world's languages.

"We hope to be able to give increased cooperation to Ph.D. programs in special education, speech, psycholinguistics and sociolinguistics," Dr. Stokoe said. "In addition, we plan to receive students and researchers for brief visits or for a period of study."

His plans for the laboratory include the editing of an annual review of studies in sign languages, to be published as a sub-series of Thomas A. Sebeok's "Approaches to Semiotics." Dr. Stokoe also will edit a newsletter on language of sign research, which will be supported by the Indiana University Research Center for the Language Sciences and the National Association of the Deaf.

"Semiotics and Human Sign Language," a book resulting from research in the linguistic laboratory, will be published by



Dr. William C. Stokoe, Jr.

Mouton in the fall, according to Dr. Stokoe. His previously published works include "The Study of Sign Language" (1970); "A Dictionary of American Sign Language" (1965), written in collaboration with Dorothy Casterline and Carl G. Croneberg; and "Sign Language Structure" (1961).

Holder of B.A. and Ph.D. degrees in English from Cornell University, Dr. Stokoe came to Gallaudet College in 1955 as professor of English and chairman of the Department of English. He was named professor of linguistics and English in 1969. A member of Phi Beta Kappa and Phi Kappa Phi, he has been designated the Linguistic Society of America representative to the American Association for the Advancement of Science for 1972.

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24" x 28" Wall-size Watson manual alphabet charts -----	1.50	-----
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TROPHY-WINNING DEAF CYCLIST—Carl Schneck of Dayton, Ohio, is a motorcycle enthusiast who goes in for workmanship and all-around utilization of accessories rather than for racing. Above he is shown with the trophy he won in the Cleveland show with a front view of his Harley Davidson. The other picture is a side view which emphasizes his talent. (We wish this was a color picture!)

Dayton Deaf Cyclist Wins Trophy

By GEORGE WM. JOHNSTON

Flash!

At the Fourth Annual Motorcycle Show sponsored by the Cleveland Competition Motorcycle Club among the winners was Carl Schneck of Dayton, Ohio, the only deaf participant in the entire show.

Carl, an active member of the Dayton Club of the Deaf, proudly owns the Championship Trophy for his cycle, "Blue Haze" from the Heavy Road Class.

About four years ago Carl first became active with cycles. He bought his father's old cycle and later traded it in for his

present 1969 Harley Davidson Model 74. He put a lot of effort into adding accessories and plenty of hours of major work. Some of the specifications are: eight spotlights in the rear, three horns and three headlights in the front. Color: Blue Metal Flakes. All chrome parts are rust-free. All this and numerous features resulted in his cycle being "the best looking and best according to details."

The Cleveland Show was held March 5-7, 1971. Each year the proceeds go to the Cleveland Society for Crippled Chil-

dren. The last two years they bought wheelchairs. They usually buy three specifically made for children and placed in a pool for use by children whose parents cannot afford to buy them. The three-day show attracted entries from Michigan, Illinois, Maryland and even California. A lot of choppers and Hondas were entered, too. Saturday night a brawl erupted between the "Breeds" and the New York-based Hells Angels. Clubs such as the Casual Fools and the Chosen Few were also there, but not involved in the melee which made the police close down the place Sunday. However profit was made and wheelchairs for this year were possible.

Carl's wife and two hearing boys are interested in his endeavors. They help him in any way they can. They even travel with him. In the wintertime Carl enters cycle shows and sometimes auto shows where cycles are accepted. He has participated in cities such as Louisville and Chicago. He had ridden his cycle to California prior to the Cleveland Show. He says it runs beautifully.

Mr. Schneck is a member of the AMA (American Motorcycle Association) and participates in the Poker Runs during the summer. A Poker Run is a sort of a rally for cycles. It is not racing. You have to be at a certain place at a certain time by following directions as in a "treasure hunt." All traffic laws are obeyed. It is loads of fun and requires real skill. At each checkpoint you get a card and that continues till the best poker hand wins at the end. Carl said he likes racing, but never got a chance to get around to it. He is a busy printer and a member of the International Typographical Union.

There do exist deaf racing cyclists in various parts of the United States. I met some daring ones in the Pacific Northwest such as trophy winners Ray Lunceford and Kenneth Woltring. Mike Dinkins and Mike Mesi are two others.

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Humor

AMONG THE DEAF

Did you know?
That Dr. Richard G. Brill came to Riverside, Calif., in 1951 to head a non-existent school for the deaf. In effect, the plans for the school were not yet off the drawing board. You might say he came to break the ground for such a school, later to see the school spring up from the ground and grow to full fruition.

As the California Palms put it—Dr. Brill had only a position, plans and a future.

The rest to date is history.

* * *

Harry Belsky, Jackson Heights, N.Y., sent a clipping with picture of a protesting crowd in front of the main building, and story taken from the Philadelphia Enquirer telling of a boycott by 100 students at the Pennsylvania School for the Deaf over a new sign language plan—a protest against “the school’s plan to teach with a new fingerspelling, alphabet sign language.” “The school now uses an informal sign language,” the paper says.

* * *

We received this item more than a year ago (my fault for not marking on the clipping the name of the sender):

Spectators sat soundless in the courtroom of Municipal Judge Stillwell, Los Angeles—yet the bench issued a stiff warning to them they were to “cease talking” while the court was in session.

The talkative—yet silent—spectators were excitedly conversing in the sign language of the deaf while two of their friends likewise afflicted were before the court for a preliminary hearing on a charge of having robbed another man . . .

* * *

Robert L. Davis, Riverside, Calif., tells of a time when Dr. E. M. Gallaudet was skating on Tidal Basin during one of the few winters when the pond was frozen hard enough for skating in Washington, D.C.

Someone told Dr. Gallaudet that some girls from Fowler Hall had come to skate, too. He skated over to the group, and as he neared them he slipped and went sprawling on his back. He sat up and said, “This is a fine way to greet you girls!”

* * *

Dewey Deer, Vancouver, Wash., sent this:

SILENT CURSE CASE DROPPED

Charlotte, N.C. (AP)—The case of the silent curse was dropped.

The defendant was a woman motorist charged with disturbing the peace when

a traffic policemen said he “read” a curse on her lips after he asked her to slow down.

The policeman said he was about five feet away and actually didn’t hear a curse. He also said she told him she had cursed because she had accidentally mashed her finger.

(Dewey opines that if he were ever arrested by a traffic cop, he thinks he would swear at the officer in the sign language just to see what would happen. If the policeman understands the language, Dewey will be writing us from the Vancouver jail.)

* * *

The Lindholms were entertaining company at their home one day recently. This conductor was telling about us spending one night years ago at a motel at Lancaster, Calif., Lucille, the Missus, had tucked her wallet under her pillow for safekeeping. Early the next morning we left for Gorman, some 50 miles away, before Lucille missed her wallet. Right away we turned around and rode back to the motel. There we found the wallet still safely under the pillow. The maid had not yet arrived at this room in her room-cleaning chores.

Then Tom Wood, one of the guests, confided that when he and spouse Edna and poodle traveled, he always put his valuables in the bedding of the dog bed at night—for safekeeping and because he never forgot the dog bed. Meaning he learned his lesson the hard way, too.

* * *

Excerpted from the Rev. Dr. Robert G. Fletcher’s letter (Birmingham, Ala.):

Estelle Fletcher’s father, a jeweler, Bryan, Texas, had a large dairy farm as a hobby. Before Estelle (now wife of the reverend) entered the Texas School for the Deaf at the age of nine she daily lived the live-long day among the farm animals and chickens. She could not talk well enough to be understood away from home, but she could moo like a cow, bark like a dog, mew like a cat, cluck like a setting hen, and could say the word “puppy” very clearly. She called all the Negroes by the name of Lena because the cook at her home was named Lena. These two words she would use for obtaining favors from the cook.

She was taken to the Texas School when John H. W. Williams was superintendent. He had long hair on his arms and hands. As Estelle and her mother entered the office and were discussing Estelle’s admission to the school, Estelle walked up to the superintendent and pointed at the

hair on his arm to her mother. She said, “Meow, Meow,” “Puppy, Bow Wow,” “Baa Baa,” while she was smoothing the hair on the superintendent’s hand and arm. You can imagine how embarrassed her mother was.

Every afternoon while at home (still about nine) Estelle expected her brother to go to town and bring her a pint of ice cream. He did not care to make these trips and would evade her. Estelle became wise and figured out how she could frighten her family and have her way. She fed and befriended a dangerous prize bull daily and would not let anyone else touch her favorite animal which was locked inside of two pens surrounding him. After a long time of secret friendship Estelle went about getting her way with the family. When she was refused anything she would innocently walk to the pen and climb up a ladder and jump into the pen with a load of hay in her arms. While the bull was feasting on the hay she would sit near him and play with her doll or a toy and make the same sounds the bull usually made himself. She learned these sounds as she held his head, and she walked around in the pen unafraid. The whole family tried to attract her attention and draw her away from the bull. She would make the sign of dipping a spoon in a dish for ice cream and one of the family would rush to town and bring the ice cream now half melted in the heat of the day. Estelle, the cat and the dogs enjoyed it together. She tried to persuade the bull to help himself with the ice cream. She thought he did not like ice cream because it contained milk.

* * *

As told by Emory Gerichs:

Long years ago Ben Schowe, Sr., and Emory Gerichs went to the same school, Indiana School for the Deaf. Ben had finished his high school days in a public school and growing deaf was attending the state school to learn signs so he could have sufficient communication skills to make his way through Gallaudet.

Emory was one of two or three boys entrusted with Ben’s “hand sign” learning. Emory also loved fun and was not above doing pranks, one of which was improvising new signs for conventional ones for Ben’s benefit.

They began with simple signs—Ben was easy enough then, but advancing along he was too intelligent to be hoodwinked very often.

One of the first signs, as Emory recalled them, was “mouse walked” followed by “cat chased.” Instead of sign on cheek denoting whiskers (for cat), Emory with his right hand stroked his left forearm twice (the way you stroke a cat on the back), then raised right finger up (like cat hoisting tail up straight).

Ben, unsuspecting, practiced these signs, first making the regular sign for mouse walking (two fingers of each hand moving in the manner of an animal walking), then cat chasing. Then Ben decided to try them out on other boys, to



show his adaptability to their communication means.

To his chagrin, the other boys looked puzzled, then they learned these improvised signs, and spread them among other schoolmates, and Ben, wising up, had to live them down. He had to bear with the teasing, but was wary of Emory after that.

Wilbur Ruge's cartoon strip on this page illustrates the signs.

* * *

FINGERS ON THE CARDS

Some three years ago, the Anonymous One (you recall the FFFFF, or Howland G. Uffaw, what's become of him?) sent us clippings of stories of "cheating" at cards played by world's best bridge players at Buenos Aires in 1965. Accusation was levied at two British players by American players for passing signals between them by position of fingers on their cards. The accused denied the charge.

It seems easy to signal information to partner on cards. While we play to win, we suffer in loss of trust and confidence of friends if we take unfair chances to win.

* * *

It is to be hoped that Wilbur J. Ruge will do many more cartoons. If you have ideas for cartoons, send them to me—or preferably to Wilbur Ruge, 901 Woodrow, Wichita, Kansas 67203, to draw and grace the pages of THE DEAF AMERICAN. In closing his last missive to me, Wilbur drew on the brown envelope a near likeness of my page heading, and "clacked" shut the "r" in humor for the time being.



This is what the mailman saw on the envelope when he delivered it and contents at my door.

Poetry Corner

Editor's note: Over the years the Editor has been somewhat reluctant to print poems due to (1) his admitted inability to judge them and (2) shortage of space that would be a stumbling block should a deluge of contributions hit him. We have decided to try to conduct a Poetry Corner—with the help of somebody who is (1) a poet (or poetess) in his (or her) own right and (2) willing to shoulder the task of deciding which poems merit printing.

As a starter, we present below some of the work of Mark Johnson, a junior at the Illinois School for the Deaf, Jacksonville. Mark has printed a whole little book of his poems, dedicated to Mr. David Mudgett, one of his teachers who has given him considerable encouragement.

THE FOOTBALL GAME

Bitter wind howling
Northern roaring
Children yelling
Cold fans cheering
Two teams crashing
Coaches calling
The ball goes soaring
Touchdown a-making
Who won the game?
I do not know.

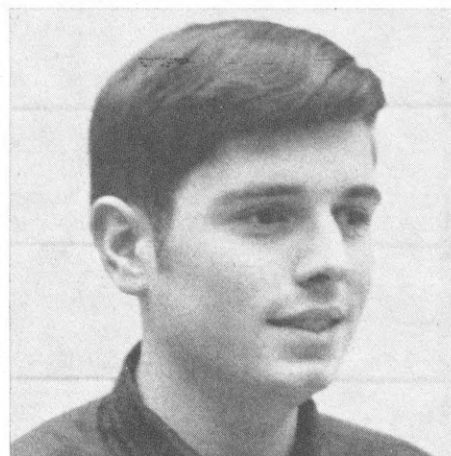
—Mark Johnson

THE TRAFFIC LIGHT

Stop and go,
Which way shall we go?
—Mark Johnson

THE EIGHT COLORS

Red as cherries
Yellow as a sun
Brown as leather
Blue as the sky
Purple as violets
Black as night
Orange as oranges
And green as grass.
—Mark Johnson



ILLINOIS POET—Mark Johnson, a junior at the Illinois School for the Deaf, shows promise as an exponent of free verse.

MONDAY MORNING

Every Monday morning
Some people have the blues
They really shouldn't
Have them
They should be all enthused
About what the day will bring
Be it good or bad,
Instead they try to spoil the day
And start out feeling sad.

—Mrs. Miles Johnson

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Howard M. Watson To Direct Indianapolis Service Agency

Howard M. Watson has been appointed director of the Indianapolis Community Service Agency for the Deaf, a department of the Indianapolis Speech and Hearing Center, effective July 1. Mr. Watson

has been a vocational rehabilitation counselor for the deaf in Montgomery County, Maryland, since 1966.

The Indianapolis CSAD has received a

three-year grant from the Lilly Endowment as partial funding. Plans are being formulated for a fund-raising drive in the community to provide the balance of the support money.

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International Catholic Deaf Association Chapter #26

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Mr. Benny Maszczenski, Chairman
Baltimore ICDA Convention Headquarters
31 N. Fulton Ave., Baltimore, Md. 21223

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Alexander Fleischman, President
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* * *

Information re: local activities, write to
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